UNIVERSITY OF ALBERTA

A STUDY OF THE NEED FOR FACULTY DEVELOPMENT AS PERCEIVED BY FACULTY MEMBERS AT AN ALBERTA COMMUNITY COLLEGE

by

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ABSTRACT

This study was designed to determine the faculty development needs of faculty members at an urban community college in Alberta. Specifically, faculty members were surveyed to determine their perceptions of their faculty development needs, preferred methods for meeting their needs, and preferred organizational arrangements for implementing faculty development activities, and differences were examined by subgroup characteristics.

The findings indicated that there was a perceived moderate need for faculty development at this college, and instructional and professional development were considered to be somewhat more important than organizational and personal development needs. Respondents chief needs were in increased knowledge of computers, increased teaching skill, and keeping up with technological change and/or keeping abreast of changes in their area of specialty.

No discernible pattern regarding methodology was determined by subgroup characteristics; however, overall, faculty members were most satisfied with activities which allowed them to interact with and learn from their peers.

In regard to preferred organizational arrangements for faculty development, faculty members most highly preferred sabbatical leaves, funds to attend professional conferences, and reduced teaching load for course development. They saw themselves as the best source of determining their own faculty

development needs and preferred workshops and field experience as preferred arrangements.

Suggestions for program planning and for future research in the area of faculty development concluded the study.

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CHAPTER I

Introduction

This chapter provides a brief overview of the scope of faculty development and a description of faculty development at the college under study. Further, the chapter also includes a discussion of the research problem, significance of the study, a definition of terms, assumptions upon which the study is based, and the delimitations and limitations of the study. Finally, a summary of the organization of the thesis is presented.

Scope of Faculty Development

According to Campbell (1977, p. 27), there is in Canada a uniform and acute need to improve college teaching; he wrote, "Either instructors teach excellently or the college fails its mandate." Many college teachers are recruited because they were successful practitioners in business and industry where their teaching ability was probably never evaluated. College teachers may or may not have either undergraduate or graduate degrees, and may or may not have teaching preparation or experience when they begin their college teaching.

"Without the benefit of preservice training, college instructors are expected to acquire and maintain the knowledge and skills for teaching adults, while they are employed" (Welcschuk, 1977, p. 2). Instructors learn through experience, consultation with peers, and various learning opportunities

inside and outside the college which all contribute to faculty development (FD). Considering the characteristics of college faculty, there is a need to assist faculty members by providing faculty development opportunities in order to improve their ability to teach.

Although a major goal of faculty development is improvement of the instructional role, faculty development encompasses more than merely instructional development, is much broader, and is aimed at "enhancing the talents, expanding the interests, improving the competence and otherwise facilitating the professional and personal growth of faculty members, particularly in their role as instructors" (Gaff, 1977, p. 14). Kenneth Howay (1985) in St. Maurice (1990, p. 30), agreeing that faculty development goes beyond the major teaching role of faculty members, defined staff development as having six general purposes:

1. continuing pedagogical development,
2. continuing understanding and discovery of self,
3. continuing cognitive development,
4. continuing theoretical development,
5. continuing professional development, and
6. continuing career development.

Because many faculty members have been teaching in the college system since the 1970s, Harnish and Creamer (1984, p. 33) felt that developmental efforts based on "an awareness of job and individual factors that facilitate or impede continuing job involvement by faculty members can promote a more positive adaptation to role routinization." Gaff (1977, p. 46) stressed

that new faculty development efforts must go beyond and supplement rather than replace traditional forms of professional development such as travel to professional meetings and sabbatical leaves which are "necessary but not sufficient for the professional development of faculty today."

Faculty Development (FD) at the Selected College

Faculty development at the college in this study was governed by board policy which was part of the faculty contract negotiated between the faculty association and the board of governors of the college. Beginning in 1984, funding for three sabbatical leaves per year was negotiated. All full-time continuing faculty members with more than four years at the college were eligible to apply for sabbatical leave.

At the time of this study, one-half of the contracted faculty development funds were divided equally among the approximately 140 full-time faculty to be applied toward FD activities which required approval by the appropriate program head and divisional FD committee. Since the study was conducted, a new contract provides for a percentage of salaries of full-time faculty members to be applied to faculty development. This has had the effect of increasing the yearly sabbatical leaves to four or five and increasing the yearly funds allocated to full-time faculty members.

Twenty percent of the FD assigned budget was distributed to the divisional FD committees based upon the lecture equivalent

hours of part-time faculty in each division. This money was distributed to part-time faculty according to varying divisional guidelines, and may also be used in presenting divisional FD activities to meet the specific needs of a division.

The remaining 30 percent was used by the central faculty development committee for college-wide FD activities, administrative costs, and a special activities fund to which all full-time faculty may apply for supplementary FD funding. College-wide activities included college orientation for new faculty, three days during the fall and winter terms during which classes were cancelled and FD activities provided, sessions for part-time faculty, planned intersessional activities, the yearly Canadian Rockies Great Teachers' Seminar, and various other FD activities as the need arose during the year.

The college provided salaries for the FD administrative secretary and the faculty development coordinator (a full-time faculty member with half-time release, who was responsible to the central faculty development committee, and who planned and administered college-wide activities, budget allocation and interpreted policy, etc.).

Beyond the FD monies negotiated, full-time faculty also had access to funds from an instructional development fund. This fund generally granted paid release time to full-time faculty members preparing learning materials.

Full-time faculty might also apply for exchanges of up to one year's duration. Infrequent exchanges have taken place

during the past several years upon the individual initiative and negotiation of faculty members. The college has joined the Community College Exchange Program sponsored by the American Association of Junior and Community Colleges. Exchange possibilities with more than two hundred Canadian and American colleges became available to faculty members beginning in September, 1989. Unpaid leaves were also available to full-time faculty members.

In summary, the college provided college-wide FD activities for all faculty members. Full-time faculty, in addition to personal FD allocations, could apply for sabbatical leaves, special activity funding, instructional development funding, exchanges, and unpaid leaves. Part-time faculty members were eligible for only limited FD funds from their division. Outreach instructors, who were not defined as faculty members by contract, were not eligible for negotiated FD funds but were invited to attend all college-wide FD activities.

The Problem

Problem Statement

The purpose of this study was to determine the need for college faculty development activities as perceived by faculty at a community college in Alberta.

Research Questions

The following research questions related to the problem statement guided the study:

1. What do college faculty members perceive as their faculty development needs in relation to the four components of faculty development?
2. What are the differences in perceived needs among faculty members in the six divisions, relative to specified objectives?
3. What are the differences in perceived needs among faculty members when grouped according to various sub-group characteristics, relative to specified objectives?
4. What do college faculty members perceive as preferred methods for meeting their faculty development needs in relation to the four components of faculty development?
5. What are the differences among faculty members in the six divisions, regarding perceived suitable methods?
6. What are the differences among faculty members when grouped according to various sub-group characteristics, regarding perceived suitable methods?
7. What do college faculty members perceive as preferred organizational arrangements for meeting their faculty development needs?
8. What are the differences among faculty members in the six divisions, regarding perceived organizational arrangements?
9. What are the differences among faculty members when grouped according to various sub-group characteristics, regarding perceived organizational arrangements?

Significance of the Study

The focus of this study was to ascertain perceived needs of faculty members for faculty development. This study had both practical and theoretical significance. The results yielded insights into perceived developmental needs of college faculty

members and may add to the current knowledge regarding faculty development. Practically, the study may provide data for program planning decisions. If faculty development program planning more directly addresses faculty needs, the following applications may result: increased likelihood of attendance by faculty members, increased satisfaction with faculty development activities, and increased value of planned activities through provision of events designed to meet FD needs.

There appears to be a general agreement in the literature that conducting a needs assessment is an important and frequently neglected step in program planning. Rostek and Klavidko (1988, p. 40) stated that "a staff development program is undertaken in response to identified needs. To determine the institutional and individual needs to be met by such a program, a needs assessment is conducted." Attwood and Ellis (1971) state that needs assessment is "the all-important first step in program development" (Pennington, 1980, p. 1). "The principal merit of a needs approach to curriculum planning is that this strategy immediately focuses attention on the learner" (Pratt, 1980, p 53).

Needs assessment studies "are conducted to provide data for making informed and responsive programming decisions" (Pennington, 1980, p. 7). Mocker and Spear (1979), Collin (1983), Sork (1986, 1988), and Rivera, Patino, and Brokett (1989) discuss needs and needs assessments, and acknowledge the

importance of the place of needs assessments in the education of adults.

Definition of Terms

For the purposes of this study the terms used were defined as follows:

Faculty development (FD) was defined as the organized activities engaged in by faculty members which include the four components of faculty development: instructional development, professional development, personal development, and organizational development.

Instructional development (ID) was defined as that component of faculty development designed to improve instructional techniques and curriculum.

Professional development (PD) was defined as that component of faculty development aimed at improving competence in an academic discipline or technical specialty.

Personal development (Pers) was defined as that component of faculty development focused on the personal growth of the individual.

Organizational development (OD) was defined as that component of faculty development aimed at increasing knowledge regarding organizational context, practices, and client needs.

College was defined as a public, postsecondary, non-university educational institution.

College faculty members were defined as those persons whose primary role in the college was that of an instructional nature. At the college in this study, faculty members were those who taught credit courses as defined by the college's collective agreement. However, program heads, counsellors, librarians, and instructional assistants were also defined as being faculty members.

Need was defined as "a gap between a current set of circumstances and some changed or desirable set of circumstances" (Pennington, 1980, p. 3). In relation to faculty development, these needs constitute the gap between what faculty members perceive as their current level of performance and their perceptions of a desired level of performance as faculty members.

Assumptions

> "Oddly enough, most professors are not given enough occasions to discuss either their teaching or their professional development. Researchers have found many faculty willing to examine what the difficulties are, and how well they are doing. They want to talk about ways in which they would like to change or have their institutions change" (Faculty Development in a Time of Retrenchment, 1974, p. 23).

It is the belief of the researcher that although certain faculty development activities (such as initial orientation to the institution and instruction in teaching methods for new teachers) may be legitimately prescribed, that college faculty are the best source of information regarding their own

developmental needs. Three of the underlying assumptions of this study were:

1. That college faculty are able to reflect on and describe their perceived needs for faculty development,
2. That college faculty need institutional support to facilitate their faculty development, and
3. That, given the opportunity, college faculty will take advantage of growth opportunities.

Menges (1985, p. 182) supported assumption number 1 when he stated that: "Faculty themselves are the best source of ideas about what should be done" (in regard to their own faculty develpment).

Rostek and Klaidvko (1988, p. 38) supported assumption 2 when they stated that "institutional commitment is crucial to the success of institutionwide staff development programs." These include support from top administrators, statements of philosophy, employees' commitment and readiness, incentive and rewards, financial resources, staffing, and integration into the organization. Menges and Mathis (1988, p. 258) wrote that institutions must respond to faculty career development needs with support and resources.

Assumption number 3 was supported by O'Connell (1983, p. 673) who stated that his study may "serve to support the claim that faculty tend to be inner-motivated persons who are influenced more by their own professional values than by pressures from organizational policies."

This study surveyed perceived needs of college faculty for faculty development which relate to all four of its components: instructional development, professional development, personal development, and organizational development.

Delimitations of the Study

The study was confined to college faculty members at a community college in an urban center in Alberta. All full-time faculty and a stratified random sample of part-time faculty members at this college were included, excluding those involved in the pilot study. Perceptions of need for faculty development were delimited to those of college faculty members only. The study did not include students' perceptions or the perceptions of others regarding faculty development; nor did it address the college's financial or organizational capabilities in providing faculty development programming to meet faculty development needs.

Limitations of the Study

Because the data gathering technique employed in this study was a questionnaire, the results of the study were subject to the limitations of a mailed questionnaire, namely:

1. inability to determine accuracy of effective communication, and

2. inability to control the numbers and characteristics of respondents (Weleschuk, 1977, p. 13).

The study was further limited in that its findings were specific to one college at the time of data collection, and caution should be used when applying the results to other colleges.

Organization of the Thesis

Chapter 1 sets the context for the study, defines the problem and terms used, and describes delimitations and limitations.

Chapter 2 provides a review of the literature in four main categories: need for faculty development, research findings, components of faculty development, and conceptual framework.

Chapter 3 contains a description of the methodology used for the study as well as the nature of the sample, classified by independent variables.

Chapter 4 presents an analysis of the data for each of the nine research questions and discusses the responses to three open-ended questions.

Chapter 5 contains a summary of the study and its findings, and presents conclusions and implications.

CHAPTER 2

LITERATURE REVIEW

In this chapter a review of the literature relevant to the research problem is presented in five categories: need for faculty development, faculty development practices, research findings and methodology, components of faculty development, and conceptual framework.

Need for Faculty Development

According to Pansegrau (1984, p. 19), "Many professions have come to the realization that their members must individually and collectively accept the obligation to continue to learn and that programs to achieve this purpose must be established."

Throughout the literature, beginning in the 1970s, the need for faculty development in colleges and universities has been widely researched and documented. Gleazer (1968, p. 120) stated that for community college teachers coming from business or other occupations

> . . . the college has an inescapable obligation to provide in-service opportunities which enable any teacher to overcome whatever deficiencies he may have--in understanding the learning process, for example, or perceiving the characteristics of his students, or following current developments in his field.

There are many contextual factors which affect the need for faculty development programs in colleges and universities: some of the major ones are itemized by Ramaiah (1984, p. 1) as follows:

1. the increasing diversity of student attitudes, abilities, and backgrounds;

2. the decrease in staff mobility due to a declining rate of growth in post-secondary education;

3. the increased complexity of instructional technology;

4. the academic staff's own re-evaluation of their role in the classroom;

5. the rising accountability movement; and,

6. the decrease in financial resources.

Mortimer and Tierney (1979) concurred with Ramaiah's conclusions and predicted that the conditions in higher education that stimulated the growth of faculty development programs during the 1970s would not disappear in the 1980s. Mathis (1982, p. 654) also recognized that "policy issues in the postsecondary sector will increasingly be concerned with faculty productivity, the quality of educational programs, and the management of steady-state environments," and he believed that faculty development programs should provide opportunities for professional development.

Eble and McKeachie (1985, p. 3) supported this view also when they stated that "faced with declining and changing enrollment patterns, increased requirements for accountability, declining financial resources, and a faculty adversely affected by these and other conditions," colleges and universities began faculty development programs as a method to assist faculty members in dealing with and counteracting these factors.

Sedey (1987, p. xi) further observed that: "Assuming that institutional and faculty renewal imply improved collegiality, community and communication, campuses experiencing steady state or retrenchment must try to achieve renewal."

In his 1983-84 study, Schuster (1985) also found that conditions affecting American faculty were deteriorating, both in compensation and the quality of the work environment and that morale was in decline, especially where severe financial constraints existed, and that faculty development was a means to assist and support faculty members in performing their roles in spite of declining conditions.

More recently, Wheeler (1990, p. 85) stated that "limited mobility, an aging professoriate, changing student numbers and characteristics, and eroding compensation in a number of academic fields" as well as increased expectations of faculty performance, diminishing resources, deteriorating salaries, and little time for reflection all contribute to the need for faculty development programs.

Many authors recommend that, since faculty members are a teaching insitution's most important resource, postsecondary insitutions need to support their faculty members with policies and programs which assist them in fulfilling their roles.

Gardner (1978, p. 73) wrote that "a society concerned for its own continued vitality will be interested in the growth and fulfillment of the individual human beings--the release of human potentialities."

This value, in relation to the importance of college faculty, was reiterated by Astin (1980, p. 14) when he stated that

> . . . the pedagogical skills of college faculty may be one of the most underdeveloped resources in our institutions of higher learning. Concentrating more of our energies on the development of these skills could prove to be the most productive and self-protective activities we can engage in during the next ten years.

Baldwin and Krotseng (1985, p. 18) proposed that "Educational resources--economic, physical, and human--are too precious to waste," and that postsecondary institutions need to "effectively support the performance and renewal of their most important resource--their faculty members." They further projected (Ibid., p. 17) that in order to

> . . . meet the educational demands of the future, higher education institutions must offer personnel policies and a comprehensive work environment that not only encourage but indeed compel faculty members to perform at the highest levels of excellence. To achieve this goal, colleges and universities must devise incentives that call forth the best efforts of every member of their faculties.

Schuster (1990, p. 3) proposed that the "qualities of higher education and the ability of colleges and universities to perform their respective missions is inextricably linked to the quality and commitment of the faculty."

Baldwin and Blackburn (1983, p. iv) and Shuster (1990) agreed that colleges and universities have neither established permanent faculty development programs nor have they "been sufficiently alert to the ever-changing circumstances of their

instructional staff nor adequately resourceful about meeting their needs for professional development."

Finally, Jacobs (1990, p. 44) summarized:

> Among the prospective changes during the 1990s will be new expectations for individual performance, new requirements for activity and involvement, changed institutional resource allocations, and a substantially altered culture resulting from personnel turnover. In short, the faculty of higher education during the first decade of the twenty-first century will consist of different people, whose professional responsibilities will be expanded and varied from present realities, and who will work in an environment--and with resources--markedly different from what now exists. There are two factors that account for theses predicted changes: changes in the the demographics of the professoriate and changes in professional expectations.

Faculty Development Practices

Throughout the faculty development literature, differing opinions exist as to the appropriate components and organization of faculty development programs. However, there is general agreement that a great diversity of approaches and arrangements can play a part in the effective development of college faculty members.

In his 1976 survey of faculty development practices and programs of 1,800 2-year and 4-year colleges and universities, Centra (1978, p. 191) determined that faculty development practices fell into five general categories:

1. institution-wide practices such as sabbaticals, teaching awards, travel funds to attend professional conferences, etc.;
2. faculty assessment by students, by colleagues, or by other means;

3. workshops and seminars;

4. activities involving media, technology, or course development; and

5. miscellaneous practices, such as visitation and faculty exchange programs.

Konrad (1983) surveyed 25 Canadian universities to determine the nature and effectiveness of faculty development practices. He reported (p. 25) that "the array of practices is quite similar to that reported in a survey of colleges and universities in the United States" by Centra in 1976.

The most effective faculty development practices included:

1. setting aside a specific calendar period for faculty development;

2. temporary teaching load reduction to work on a new course, major course revision, or research area;

3. sabbatical leaves; and

4. travel grants to refresh or update knowledge (Konrad, Ibid., p. 16).

Bergquist and Phillips (1975) expressed the opinion that an effective faculty development program would include the following components: instructional evaluation, instructional diagnosis, microteaching, educational methodology and technology, curriculum development, decision making and conflict management, departmental team building, management development, faculty interviews, life planning workshops, interpersonal skills training, personal growth workshops, and supportive and therapeutic counselling.

Lacey (1983, p. 101) stated that comprehensive faculty development programs

> . . . typically offer the following kinds of programs, orchestrated in various arrangements: workshops, conferences, and seminars that are on or off campus; classroom visitation, videotaping of classes; collection of student evaluation data through questionnaires and interviews; individual consultations with experts on various aspects of teaching methods; and grants for leaves or released time to work on teaching projects.

Valek (1986, p. 95) itemized strategies for faculty development, as follows: grants programs, faculty exchange, internships, shared purchase arrangements, release time, faculty scholarship programs, faculty workshops, conferences, master teacher seminars, feedback, chair holder programs, organizational improvement, curricular change, mentor programs, and recognition of faculty.

Research Findings and Methodology

Weleschuk (1977) did an exploratory study to determine the nature and extent of the perceived need for instructor development by faculty members and administrators in Alberta colleges. Using a questionnaire to determine the differences in actual and preferred practices in the areas of instructor development needs, methods, and organizational arrangements, he concluded that: there was a perceived need for instructor development in Alberta colleges, particularly in the areas of instructional and professional development; the preferred methods were those which required the highest level of personal

involvement by faculty members; and, preferred organizational arrangements included joint faculty-administration responsibility for instructor development, the use of specialists from outside the institution as sources of expertise, preferred voluntary attendance at instructor development activities, and instructors' and students' perceived needs as the best sources of ideas for instructor development.

Prachongchit (1984) conducted a similar exploratory study at a university in Thailand, again using a questionnaire to determine the perceived needs of faculty members and administrators for faculty development aims, methods, and organizational arrangements. His findings were similar to those of Weleschuk, except that although the highest level perceived need for faculty development were also in the area of instructional development, personal development needs ranked second in importance.

Ramaiah (1984) conducted a related study at the University of Malaya and also discovered a perceived high level of need for instructional development and professional development (content expertise, contextual factors, and student needs) by faculty members.

Aidoo Taylor (1986) studied the perceptions of faculty at the Northern Alberta Institute of Technology, Edmonton, regarding the characteristics and effectiveness of the institute's staff development program. Respondents' perceptions were that the program was directed more toward meeting institutional rather

than personal/professional development needs, although the goal of improving teaching was addressed adequately in the orientation of newly recruited instructors. The study concluded that it would be benefical to develop a more comprehensive definition of staff development . . . "staff develpment must be viewed from two perspectives--to develop both organizational and personal effectiveness" (p. vi).

Nicholson (1988) explored the concept of faculty vitality at Alberta colleges and concluded that the main dimensions of faculty vitality include "professional effectiveness, positive self-motivation, attachment and commitment, seeking challenge, and self-actualization" (Abstract, p. vi). Factors which affected faculty vitality included organizational climate, external environment, working conditions, academic status, and external commitment.

Suggested strategies for improving faculty vitality involve monitoring the effects various factors have on faculty vitality, assessing the needs of faculty members, and implementing programs to restore, maintain, and enhance faculty vitality.

Components of Faculty Development

In regard to the need for faculty development, Centra (1978, p. 188) stated:

> . . . The majority of programs and practice that have been devised attempt to help faculty members grow in teaching effectiveness by sharpening their teaching skills and knowledge. Other practices try to help faculty better understand themselves and their

institutions, or try to foster better environments for teaching and learning.

Mathis (1982, p. 646) stated that

> . . . faculty development typically refers to the recent involvement in postsecondary education toward more attention to the total development of faculty members in relationship to competence in professional activities. Faculty development interests range from research and scholarship in a discipline and teaching in formal classrooms to the informal management of one's own professional career over time.

Bergquist and Phillips (1975, p. 183) initially defined the components of faculty development as:

1. Personal development, focusing on individual faculty members with the purpose of values clarification, and improving interpersonal functioning;

2. Instructional development, focusing on individual faculty as well as courses and curricula and having the purpose of improving instructional effectiveness; and,

3. Organizational development, focusing on academic and administrative programs, departments and divisions, with the purpose of improving organizational effectiveness.

Bergquist and Phillips (1977, p. 11) came to see "instructional development as a subset of professional development, which, in turn, is partially, though not exclusively, an aspect of faculty development", and they added a fourth component, community development, which was concerned with the entire environment of an individual institute within its community. They stressed the interrelatedness and overlapping of all aspects of faculty development. They stated (1981, p. 5) that faculty development "has little to do with the latest fad or

gimmickry. Faculty development rightly seen is the proper development of the individual faculty member, and that it is primarily a function of his integrity--professional, societal, personal."

Gaff (1976, p. 9) viewed faculty development as being composed of the components outlined below:

1. Faculty development. Focuses on individual faculty members and has the purposes of promoting faculty growth and helping faculty acquire needed knowledge, skills, sensitivities and techniques.

2. Instructional development. Focuses on individual courses and curricula, and has the purpose of improving student learning.

3. Organizational development. Focuses on the organization and has the purpose of creating an environment which promotes effective teaching.

Rostek and Kladivko (1988, p. 43) took a needs approach to components of faculty development:

1. Pedagogical needs are those needs related to teaching function, including educational philosophy, curriculum development, teaching methods, and tests and measurements.

2. Technical needs are related to specific tasks such as the need to stay current in an academic discipline.

3. Remedial needs represent the need for new learning, including the need for new faculty with no teaching experience to learn teaching skills.

4. Personal needs are those which are extraneous to specific job responsibilities but which are helpful to the individual and the institution, such as personal growth, human relations, and stress reduction.

It is widely discussed in the literature that faculty development programs which address a wide diversity of faculty development elements and use varied strategies to meet faculty development needs, are the most useful and successful programs.

Gaff (1976) wrote that the most successful faculty development programs have all three of the elements listed below in a comprehensive program:

1. Programs built on the philosophy that emphasized professional and personal development over the life span,

2. emphasized instructional development and curriculum design, and

3. had an organizational environment that provides a context for academic work.

Lindquist (1990, p. 3) noted that: "Although many recent faculty development programs concentrate heavily on teaching improvement, future programs also must reassert and protect subject matter advancement." Bland and Schmitz (1990, p. 50) concurred, with the remark that: "Renewal programs should be comprehensive; they should attend to the organizational, personal, and professional dimension of renewal; and they should provide a host of diverse strategies to meet various faculty needs and institutional problems."

Lindquist (1990, p. 4) further stated that:

> A professional development program attentive to the personal side of teaching, administrating, and student learning would have several recognizable ingredients. It would build professional development on the expressed personal and career development interests of staff and students. Included would be activities to help staff assess their own and their students'

concerns as well as activities to advise staff and to help them advise students on these issues."

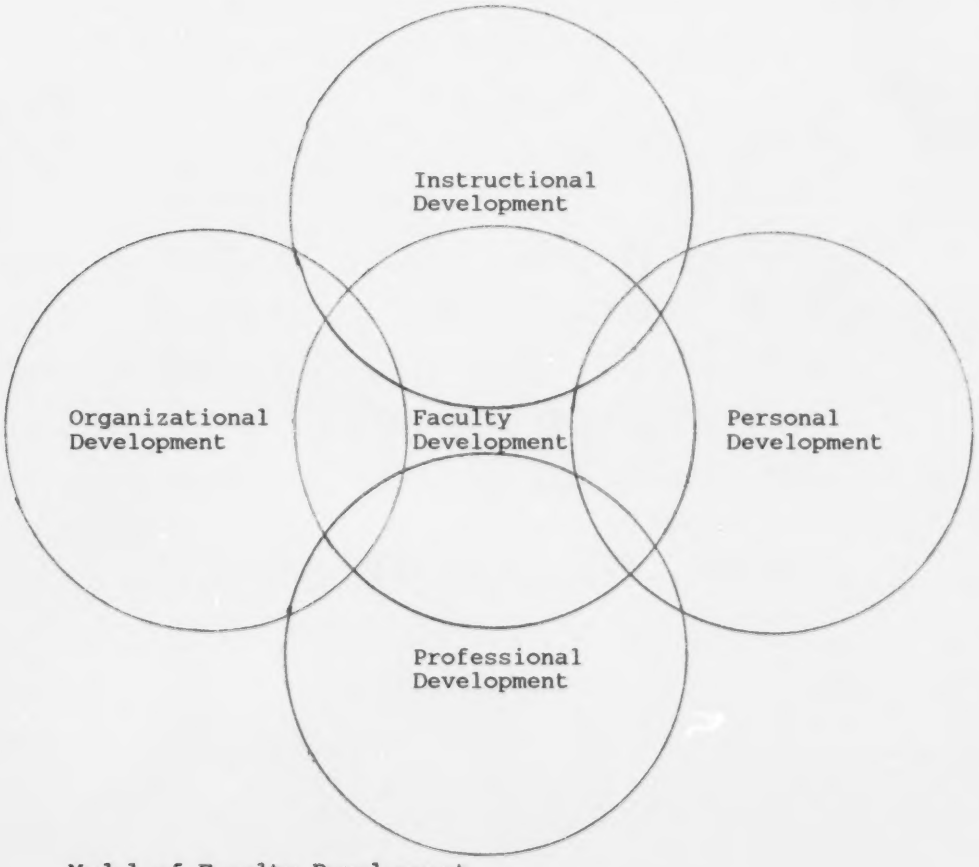
From the literature, and from Gaff (1975), Weleschuk (1977), Berqquist and Phillips (1975, 1978, 1981), Konrad (1983), and Ramaiah (1984), four major components of faculty development become evident, although terminology and models varied somewhat from author to author. For the purposes of this study, four major components of faculty development were determined from the above-mentioned sources as follows:

1. instructional development, with the aim of improving instructional techniques and curriculum,
2. professional development, with the aim of maintaining and improving competence in an academic discipline or technical specialty,
3. personal development, with the aim of personal growth, and
4. organizational development, which aims at increasing knowledge regarding organizational context, practices, and client needs.

A number of faculty development studies (Hassanein, 1984; Johnson, 1987; Halvorson, 1987; Johnson, and Snyder, 1987; Walters and Howard, 1990; Seppanen, 1990; and, Thomas et al., 1990) used a needs assessment approach as the beginning step in planning and implementing faculty development programs. In this study, a needs assessment approach was used with the belief that this was the most apppropiate technique for achieving the goals of the study.

Conceptual Framework

The model below is the researcher's representation of faculty development and its major components. The areas in which the circles intersect indicate that interrelationships exist among all of the components and that each contributes to faculty development. The fact that the four components have elements which exist outside of the inner circle, indicates that faculty development takes place outside of "planned" faculty development activities through individual initiative and motivation.



Model of Faculty Development
Modified from Konrad (1983), Bergquist and Phillips (1977)

Summary

This chapter discussed the need for faculty development, faculty development practices, research findings, components of faculty development, and a conceptual framework for faculty development.

CHAPTER 3

METHODOLOGY AND NATURE OF SAMPLE

This chapter contains an overview of the questionnaire used in the study and a description of its validation, the sample, sampling techniques employed, and a description of ethical considerations and institutional support for the study. Further, a description of the nature of the sample, classified by each independent variable, is presented.

This study was designed to determine the need for faculty development as perceived by faculty at an urban Alberta college. The study is both descriptive and exploratory in nature. The most common technique for data gathering in descriptive research is the survey. "The survey in its written form is the questionnaire; orally administered surveys are interviews" (Merriam and Simpson, 1984, p. 2). In order to answer the research questions posed in Chapter 1, a questionnaire was designed based upon the questionnaires used by Weleschuk (1977) and Ramaiah (1984) and modified to meet the requirements of this study (Appendix A). The questionnaire was selected as the method of data collection over the interview for reasons which for this particular study provided various advantages: it allowed for the survey of a great number of faculty members in a short period of time, and it was "inexpensive in resources and anonymous"

(O'Banion, 1982, p. 20). Because the researcher was employed at this college at the time the study was conducted, the latter reason was particularly important.

The Questionnaire

The questionnaire was designed to determine perceived needs of faculty for faculty development in four areas of faculty development: instructional development, organizational development, professional development and personal development; preferred methods of meeting faculty development needs; and preferred strategies and organizational arrangements for meeting these needs.

The questionnaire consisted of five sections as follows:

Section I: College faculty development needs. In the first section respondents were asked to indicate their perceived need for 50 selected objectives related to faculty development. The 50 objectives were based on an assessment of Weleschuck's (1977) original selection of 68 objectives and which eliminated those objectives determined to be of least importance by the respondents in his study. Further, Ramaiah's (1984) refinement of Weleschuk's initial selection of objectives was used as a guide to the final selection of objectives. The final 50 objectives consisted of 17 relating to instructional development, 9 to organizational development, 13 to professional development, and 11 to personal development.

Respondents were asked to respond to each objective, preceding each objective with the stem, "To what extent do I feel the need for," and circling numbers for each objective on the following five-point Likert rating scale:

5=very large extent,
4=large extent,
3=moderate extent,
2=small extent,
1=none or very small extent.

Section II: Methods of meeting perceived needs for faculty development. In this section respondents were asked to select as many as five objectives from Section I which were most important to them. They were then asked to match their selected objectives with the most suitable methods for attaining these objectives. The methods presented to respondents were taken from Ramaiah (1984) who had modified Weleschuk's (1977) original 13 selections to seven choices, as follows:

a. Lecture. A one-way oral communication of content.
b. Demonstration. Communication via words and visual materials, equipment, and real objects.
c. Group process. Task oriented; content is generated by group.
d. Private reading/study. Acquisition of knowledge through reading professional journals, books.
e. Consultation. A two-way verbal communication between a person who needs information and one who provides the information.
f. Guided practice. Developmental, first-hand experiences gained through working with another individual.
g. Other.

Section III: Strategies and organizational arrangements for implementing faculty development. Respondents were asked to indicate their perceptions of actual and preferred institutional

implementation of faculty development programs in the areas of: provision to encourage participation in faculty development activities, leadership role in faculty development, sources of expertise for faculty development activities, sources of awareness of faculty development needs, time of year activities were offered, and arrangements for implementation of faculty development activities. The 44 items selected were again guided by the research of both Weleschuk (1977) and Ramaiah (1984), but final determination of items used was based substantially upon college practices at the time the study was conducted. For this section the response scale was identical to that described in Section I.

Section IV. Three open-ended questions were asked of faculty members, which related to their previous faculty development experience, their perceived faculty development needs, and their plan to meet their needs, as follows:

1. Describe the most significant faculty development activity (institutional, instruction, personal, or professional) in which you have participated within the last two years, whether college sponsored or not; state in what ways it was helpful to you.

2. Describe any recurring problems, related to your teaching, for which you see the need for more information or further skill development.

3. Indicate your own plans and priorities for further faculty development.

Section V: Demographic information. This section sought demographic data from faculty members including: division in which they worked, whether they were full- or part-time faculty

members, their principal duty, age, gender, educational background (including highest formal degree, year the degree was received, and teaching experience and teacher education prior to joining the college), current enrolment in formal education, participation in faculty development activities, teaching experience at the college being surveyed, and total postsecondary teaching experience.

Validation

To ensure the validity of the questionnaire, it was reviewed by the following: the associate vice-president (academic), the director of research, development, and evaluation; the former program head of the applied research program; and a sample of seven full- and part-time faculty members, three of whom were graduate students in the MEd program at the University of Alberta. Care was taken to represent all divisions and constituent faculty groups in the pilot study.

These individuals were asked to respond to the questionnaire and record the time taken to complete it, criticize any aspects of instructions, format, or content which detracted from clarity, and suggest any changes, additions or deletions which would promote greater clarity and relevance (See Appendix B for the pilot request memo). All of the participants in the pilot study offered suggestions, most of which related to wording changes to clarify the meaning of items. The suggested changes were incorporated into the revised final questionnaire.

Sample and Sampling Technique

The Sample

The college opened its doors in the early 1970s with 410 students in eleven programs. Today the college offers 40 credit and non-credit programs and serves over 21,000 full- and part-time students. The multicampus college has six divisions: academic services, business, community education, community services, health sciences, and performing and visual arts. In addition to regular programming, each division offers credit and non-credit outreach courses which must be related to their regular programs.

At the time of the study, the college employed approximately 140 full-time and 310 part-time faculty members. Many more instructors are employed at the college by outreach departments, but according to the agreement negotiated between the Faculty Association and the Board of Governors, only those instructors who teach credit courses are defined as faculty members. Statistics regarding non-faculty instructors are not available because of the extreme variability of contract work from time to time in each division.

Because an accurate and up-to-date list of faculty members was difficult to obtain, current listings of both full- and part-time faculty were requested from program and department heads, outreach managers, and the dean of community education. (See Appendix C for the faculty listing request memos) The questionnaire was distributed to all full-time continuing faculty

members and to a stratified random sample consisting of approximately one-half of the part-time faculty, with the aim of receiving approximately the same size return sample from the two groups.

The pool of full-time faculty consisted of 145 individuals. Of these, fourteen were away on leave of absence, seven had been involved in the pilot study, one was discovered to have left the college's employ, and three were absent on long-term disability, leaving a total of 120 full-time probationary and continuing faculty members.

Table 3.1 shows the population, sample, and percentage of returns by full- and part-time faculty. Sixty-six percent of full-time and 53 percent of part-time faculty members responded to the questionnaire, as shown in the last column of the table.

Table 3.1
Distribution of Population and Sample and Percentage of Returns by Full-time and Part-time Faculty

	Population		Sample		Returns	
Faculty Status	No.	%	No.	%	No.	%
Full-time	145	36.9	120	52.8	79	65.8
Part-time	251	63.1	109	47.2	58	53.2
Total	398	100.0	231	100.0	137	100.0

The pool of part-time faculty totaled 251. From this list a stratified random sample of approximately one-half of part-time

faculty was drawn from the six divisions by program or section, and a total of 127 were selected. This sample was drawn by selecting every other name from the lists provided by the sources solicited. From this list, five could not be located, four were no longer employed, and nine were duplicated on the list of full-time faculty. These were, therefore, deleted from the sample and the part-time sample became 109 following the adjustment.

Sampling Technique

On October 31, 1988, 229 questionnaires and an accompanying request letter (Appendix D) were sent to the selected 229 faculty members through the intercampus mail. On November 8 a follow-up request letter (Appendix E) was mailed because some faculty members had not received the questionnaire in adequate time to fill it in by the original deadline. On December 2, 1988 a final request letter (Appendix F) was sent with attachments indicating the support of the college's president, executive officer's committee, and the assistant vice-president, academic. (Note: because the identity of the college under study is not revealed, all sample correspondence is printed on plain paper rather than on the college letterhead originally used.)

Institutional Support

In order to implement this study at the selected college, approval of the proposed study was obtained from the college's

president and academic vice president. The college's executive officers' committee also reviewed the proposal and gave permission for the study to be conducted. The president of the faculty association was also informed about the study. The college provided administrative support through the faculty development office.

Ethical Considerations

Faculty chosen to participate in this study were requested to fill out the study's questionnaire. They were, of course, given the option of refusing to fill out and return the questionnaire. The specific intent of the study and the uses to which the results were to be put were explained in a letter accompanying the questionnaire. (See request letter Appendix D) Because the study was conducted where the researcher was employed, particular care was taken to ensure both anonymity and confidentiality of the participants. In order to minimize the appearance of coercion, questionnaires were sent to faculty members directly through intercampus mail, rather than through their deans, section heads or program heads. Questionnaires were unsigned, and care was taken not to identify respondents to the researcher.

The administrative secretary in the faculty development office had a coded mailing list of faculty respondents. She alone knew who had responded to the questionnaire in order to be able to send out pre-signed followup reminder notices to those

who did not initially respond. She passed on completed questionnaires to the researcher, but these were not identified to the researcher by either name or code number, and the administrative secretary did not see the questionnaires before passing them to the researcher. In this way, anonymity of respondents was rigorously maintained. Responses were analyzed and reported only in terms of group statistics. These measures were taken in order to protect respondents from any potential risks which their identity might pose.

Independent Variables

Three of the research questions which guided the study related to differences among divisions in perceived needs for faculty development, preferred methods for meeting faculty development needs, and preferred organizational arrangements for meeting these needs. A further three research questions related to differences in subgroup characteristics of faculty members in relation to the same three areas. The demographic data requested of respondents in Section V of the questionnaire provided the information regarding the independent variables which became a basis of data analysis for these research questions.

The data were classified according to the eleven independent variables. On the following pages, a description of the study's respondents is presented by distribution for each independent variable as follows:

Division. Initially, respondents were classified into the college's seven divisions as follows: academic services (30), business (40), community education (7), community services (24), health sciences (18), student services (4), and performing and visual arts (24), totalling 150. Since some faculty members taught in more than one division, their primary teaching responsibility was determined and the adjusted sample totaled 137.

For the purposes of statistical analysis, academic services and student services were combined (student services had since become a part of this division), and community education was combined with community services. The distribution by the five divisions is reported by number and percentage in Table 3.2.

Table 3.2
Distribution of Respondents by Division

Division	Number	Percent
Academic and student services	32	23.4
Business	40	29.2
Community services and education	27	19.7
Health sciences	18	13.1
Performing and visual arts	20	14.6
Total	137	100.0

Faculty status. The faculty status of the respondents was as follows: full-time continuing (75), full-time probationary (4), Term A (26), and Term B and C (32). Term A, B, and C refer

to instructors teaching on a contract basis and defined in the collective agreement as part-time faculty members. For the purposes of data analysis, the two full-time categories were combined as were the two part-time categories as shown in Table 3.3. Fifty-eight percent of the respondents were full-time and 42 percent were part-time faculty members.

Table 3.3
Distribution of Respondents by Faculty Status

Faculty Status	Number	Percent
Full-time faculty	79	57.7
Part-time (term) faculty	58	42.3
Total	137	100.0

Principal duty. Faculty at the college, by contract, included teaching staff, program and section heads, instructional assistants, librarians, and counsellors. About three-fourths of the respondents were primarily involved in teaching while one-fourth performed other duties (Table 3.4).

Table 3.4
Distribution of Respondents by Principal Duties

Principal Duty	Number	Percent
Teaching	99	73.9
Other	35	26.1
Total	134	100.0

Age. Initally, respondents were asked to choose from the following five age categories: 60 years and older (3), 50 to 59 years (19), 40 to 49 years (64), 30 to 39 years (42), and 29 years and younger (6). For purposes of data analysis, the categories were collapsed into three categories as shown in Table 3.5: 50 years and older, 40 to 49 years, and 39 years and younger. Almost half of the respondents were in their forties, while 36 percent were aged 39 and younger.

Table 3.5
Distribution of Respondents by Age Category

Age Category	Number	Percent
50 years and older	22	16.4
40 to 49 years	64	47.8
39 years and younger	48	35.8
Total	134	100.0

Gender. Table 3.6 portrays that females constituted 62 percent and males 38 percent of the sample.

Table 3.6
Distribution of Respondents by Gender

Gender	Number	Percent
Female	84	61.8
Male	52	38.2
Total	136	100.0

Level of education. Information about the respondents' highest level of formal education was requested in six categories. Results were as follows: PhD (7), Master's (62), Bachelor's (46), Diploma (17), Certificate (10), and other (8) for a total of 150.

When the data were analysed for repeated measures, the distribution was modified to eliminate the lower level of education entered by those who responded to more than one category. For analytical purposes, as shown in Table 3.7,

Table 3.7
Distribution of Respondents by
Highest Level of Formal Education

Highest Formal Education	Number	Percent
PhD and Master's	68	50.4
Bachelor's	41	30.4
Less than Bachelor's	26	19.2
Totals	135	100.0

categories were collapsed to combine PhD and Master's (68), Bachelor's (41), and less than bachelor's (26). Fifty percent of respondents had achieved an educational level of PhD or Master's degrees, and another 30 percent had Bachelor's degrees. Less than 20 percent did not have university degrees.

Year highest degree obtained. Information regarding the year in which their highest level of formal education was completed was requested. Table 3.8 shows the following

distribution: 1980 or later (33), 1970 to 1979 (42), and 1969 or earlier (17). About 36 percent had obtained their highest degree since 1980.

Table 3.8
Distribution of Respondents by Year Highest Formal Education Completed

Range of Years	Number	Percent
1980 or later	33	35.9
1970 - 1979	42	45.6
1969 or earlier	17	18.5
Total	92	100.0

Current involvement in formal education. Respondents were asked whether they were currently engaged in increasing their level of formal education. One-third were working to increase their education as portrayed in Table 3.9.

Table 3.9
Distribution of Respondents by Current Enrolment in Formal Education

Current Enrolment in Formal Education	Number	Percent
Yes	42	31.3
No	92	68.7
Total	134	100.0

Teaching experience and teacher education prior to joining the college. Table 3.10 indicates that 44 percent of respondents had both teaching experience and teacher education, 30 percent

had teaching experience but no teacher education, and one-fourth had neither teaching experience nor teacher education prior to coming to this college. In total, fifty-six percent had no teacher education before joining this college's faculty.

Table 3.10
Distribution of Respondents by Teaching Experience and Teacher Education Prior to Joining the College

Prior Teaching Experience and Education	Number	Percent
Teaching experience and teacher education	58	43.9
Teaching experience but no teacher education	40	30.3
Neither teaching experience nor teacher education	34	25.8
Total	132	100.0

Participation in faculty development. Initially, respondents were asked to respond to four categories in regard to their level of participation in faculty development activities during the past two years: never (10), 1 to 4 times (89), 5 to 9 times (23), and 10 or more times (12). For the purpose of data analysis, never became low participation, 1 to 4 times became moderate participation, and categories 5 to 9 and 10 or more times were combined and became high participation. Table 3.11 shows that two-thirds were moderately involved and one-fourth were highly involved in faculty development.

Table 3.11
Distribution of Respondents by Participation in Faculty Development

Level of Participation	Number	Percent
High participation	35	26.1
Moderate participation	89	66.4
Low participation	10	7.5
Total	124	100.0

Years teaching at this college. Information regarding total years of teaching experience at this college was sought in five categories: 11 years or more (38), 8 to 10 years (25), 5 to 7 years (29), 2 to 4 years (27), and 1 year or less (12). For the purposes of data analysis the categories were collapsed as shown in Table 3.12: high level of experience (11 years and more), moderate teaching experience (5 to 10 years), and limited level of teaching experience (4 years and less). Forty-one percent reported moderate experience in teaching, and about 30 percent each had high and low levels of experience.

Table 3.12
Distribution of Respondents by Level of Teaching Experience at this College

Years of Teaching at this College	Number	Percent
11 years or more	38	29.0
5 to 10 years	54	41.2
4 years or less	39	29.8
Total	131	100.0

Total postsecondary teaching experience. Respondents were also asked to indicate their total years of postsecondary teaching experience in categories: 11 years and more (51), 8 to 10 years (30), 5 to 7 years (23), 2 to 4 years (21), and 1 year or less (5). The data were collapsed for the purposes of data analysis: high level of teaching experience (11 years or more), moderate level of teaching experience (5 to 10 years), and limited teaching experience (4 years or less). According to Table 3.13, about 40 percent each of the respondents had high and moderate years of postsecondary teaching experience.

Table 3.13
Distribution of Respondents by Total Postsecondary Teaching Experience

Years of Postsecondary Teaching Experience	Number	Percent
11 years or more	51	39.2
5 to 10 years	53	40.8
4 years or less	26	20.0
Total	130	100.0

Summary

In summary, this study was an exploratory and descriptive survey which employed a questionnaire to gather data regarding perceived need for faculty development by the faculty of an urban Alberta community college. The nature of the sample has been

presented according to classification by demographic data requested of the respondents.

CHAPTER 4

DATA ANALYSIS

In this chapter, the findings are reported relative to the nine research questions which guided the study. For each research question, a description of the method of data analysis is presented, followed by presentation of the findings. In addition, findings relative to the open-ended questions in Section IV of the questionnaire are discussed.

Research question 1. What do faculty members perceive as their needs in relation to the four components of faculty development?

A 5-point Likert scale was used by respondents to indicate their perceived level of need for faculty development on each of 50 objectives. The mean scores for each of the 50 faculty development objectives were used as an indicator of the level of perceived need, the higher the mean the greater the perceived level of need.

Rank order of faculty development needs by mean. The 50 objectives are ranked in order from highest to lowest in Table 4.1. The overall mean score for the 50 objectives was 3.0, indicating a perceived moderate need for faculty development. The range of means was minimal, 2.2 to 3.7, and the standard deviations ranged from 0.97 to 1.26, indicating considerable divergence. The last column shows the component of faculty development for each faculty development need, as follows: OD,

organizational development; ID, instructional development; PD, professional development; and Pers, personal development.

Table 4.1
Rank Order of Faculty Development Needs by Mean
N=137

Rank	Objective	Mean	Type*
1	Improved skills in using computers	3.7	PD
2	Improved skills in teaching reasoning and creative thinking	3.5	ID
3.5	Increased understanding of methods of diagnosing learner's educational needs	3.4	ID
3.5	Improved skills in making learning relevant for students	3.4	ID
8	Increased understanding of learning styles	3.3	PD
8	Increased knowledge of current trends & research in my area of specialization	3.3	PD
8	Increased understanding of discussion techniques in teaching	3.3	ID
8	Improved skills in constructing instruments for evaluating students' performance	3.3	ID
8	Improved skills in the use of questioning techniques	3.3	ID
8	Increased understanding of theories of teaching & learning in adult education	3.3	PD
8	Increased understanding of ways of reinforcing learning	3.3	ID
13.5	Increased skills in reasoning and critical thinking	3.2	Pers
13.5	Increased understanding of processes of creativity	3.2	Pers
13.5	Increased understanding of the psychology of the adult learner	3.2	PD
13.5	Increased understanding of the motivation of the adult learner	3.2	PD
19.5	Improved skills in instructing poorly prepared students	3.1	ID
19.5	Increased ability to develop strategies which enable learners to participate in designing their learning experiences	3.1	ID
19.5	Improved skills in individualizing instruction	3.1	ID

Table 4.1 (Continued)

Rank	Objective	Mean	Type*
19.5	Increased understanding of methods of using self-evaluation of teaching performance	3.1	PD
19.5	Increased opportunity to conduct research in my field	3.1	PD
19.5	Increased understanding of political & socioeconomic factors influencing the college	3.1	OD
19.5	Improved skills in preparing materials for programmed, multimedia approaches to teaching	3.1	ID
19.5	Improved skills in curriculum planning and development	3.1	ID
26	Increased understanding of group dynamics	3.0	Pers
26	Increased understanding of cultural differences	3.0	PD
26	Improved skills in using games, simulations, and case studies in teaching and learning	3.0	ID
26	Increased understanding of the characteristics of the college's student body	3.0	OD
26	Increased understanding of the stages of adult development	3.0	Pers
31	Improved skills in preparing independent study materials	2.9	ID
31	Increased understanding of fields related to my teaching specialization	2.9	PD
31	Improved communication skills	2.9	Pers
31	Increased understanding of the goals of the college	2.9	OD
31	Increased practical expertise in my area of specialization	2.9	PD
36	Increased understanding of the role of administration in the college	2.8	OD
36	Improved skills in developing interpersonal relationships among students and staff	2.8	Pers
36	Improved skills in using the lecture method	2.8	ID
36	Increased understanding of human behaviour	2.8	Pers
36	Increased understanding of human relations	2.8	Pers
40	Improved skills in using audio-visual equipment and materials in teaching and learning	2.7	ID

Table 4.1 (Continued)

Rank	Objective	Mean	Type*
40	Increased sensitivity for others' emotional and social needs	2.7	Pers
40	Increased ability to identify personal growth needs	2.7	Pers
43.5	Increased understanding of the role of faculty in the college	2.6	OD
43.5	Increased understanding of my teaching specialization	2.6	PD
43.5	Increased understanding of the operations and functions of the learning resources and media resources centers	2.6	OD
43.5	Increased understanding of the role of guidance and counselling services	2.6	OD
47.5	Increased ability to empathize with others	2.5	Pers
47.5	Increased understanding of the philosophy of college education	2.5	OD
47.5	Increased knowledge of my professional association(s)	2.5	PD
47.5	Increased understanding of the career opportunities available to college graduates	2.5	OD
50	Improved skills in using field trips and field experiences	2.2	ID

*Type of objective: **OD** equals organizational development (N=9)
ID equals instructional development (N=17)
PD equals professional development (N=13)
Pers equals personal development (N=11)

Degree of need for faculty development. The 50 items were grouped into five categories based upon a five-point Likert scale, ranging from very high (5) to very low (1) (Table 4.2). Ninety-four percent of the respondents' perceived faculty development needs fell into the moderate need category. It is interesting to note that none of the needs were selected as being either very high or very low and only three were rated as high or low in preference for this group of faculty members.

Table 4.2
Distribution of Faculty Development Objectives by Degree of Need

Degree of Need	Range of Means	Number of Items	Percent
Very high need	4.5 - 5.0	0	0
High need	3.5 - 4.4	2	4
Moderate need	2.5 - 3.4	47	94
Low need	1.5 - 2.4	1	2
Very low need	0.5 - 1.4	0	0

Categories of faculty development by degree of need. The percentage of items in each of the four areas of faculty development by degree of need is presented in Table 4.3.

Table 4.3
Percentage of Faculty Development Needs
by Categories and Degree of Need

Degree of Need	Percentage of Faculty Development Objectives in the Four FD Categories*			
	OD	ID	PD	Pers
Very High Need	0	0	0	0
High Need	0	4	4	0
Moderate Need	36	60	48	44
Low Need	0	4	0	0
Very Low Need	0	0	0	0

*OD = Organizational development
ID = Instructional development
PD = Professional development
Pers = Personal development

Of the two top-rated needs in the high need category, one was a professional development need (improved skills in using computers), and one was an instructional development need

(improved skills in teaching reasoning and creative thinking). Neither organizational nor personal development needs were represented in this high category. The low-rated need was an instructional development need (using field trips and field experiences).

For the 47 objectives which fell into the moderate need category, the mean score was 3.0, representing means which ranged from 2.3 to 3.4. When these needs were examined, it bacame clear that professional and instructional development needs were in the top half of this moderate grouping, while the personal and organizational needs were grouped in the lower half. Because 47 of the 50 needs were categorized as being of relatively similar importance to faculty members, it might be assumed that faculty at this college at the time of the study, were equally concerned with a variety of faculty development needs in all four of the components of faculty development, and that faculty development activities should address a wide variety of needs.

Research question 2. What are the differences in perceived needs among faculty members in the five divisions relative to specified faculty development objectives?

Multiple analysis of variance (MANOVA) was performed to analyze the differences in perceived need for faculty development among faculty in the five divisions. In order to apply this test, the 50 objectives were divided into their subsets of organizational, instructional, professional, and personal development. The MANOVA test compared the means of the faculty

development subsets and determined that there were significant differences at the 0.05 level of significance.

The Pillais statistic had a value of 0.33 with an F test significance of 0.00. Given the significance of the MANOVA analysis, a one-way analysis of variance (ANOVA) was performed within categories of faculty development and across divisions to determine what groups differed significantly. The Scheffé test was used to reveal differences at the 0.10 level of significance.

The business division faculty members indicated a significantly greater need than did those in the health sciences division for instructional, professional, and personal development (Table 4.4). As well, both community education and community services, and performing and visual arts faculty showed

Table 4.4
Differences in Means Within Categories of Faculty Development and Across Divisions*

Categories of FD	1. (N=32)	2. (N=40)	3. (N=27)	4. (N=18)	5. (N=20)	F-ratio	Prob	Pairs Sign. Diff.
OD	2.9	2.8	2.6	2.3	2.9	2.2	.07	None
ID	2.9	3.3	3.2	2.7	3.1	3.6	.008	2>4
PD	3.0	3.2	3.1	2.4	3.3	5.4	.0004	2,3,5>4
Pers	2.7	3.2	2.9	2.5	3.2	4.2	.003	2>4

*Divisions:
1. Academic and student services
2. Business
3. Community education & community services
4. Health sciences
5. Performing and visual arts

a significantly greater need for professional development than did health sciences faculty. There were no significant

differences in level of perceived need for organizational development across divisions.

Research question 3. What are the differences in perceived needs among faculty when grouped according to various sub-group characteristics, relative to specified faculty development objectives?

Similarly, as for sub-problem 2, the MANOVA test was applied to examine the differences in means for each category within each independent variable against each faculty development subset. In order to apply the test, the 50 faculty development needs were divided into the subsets of organizational, instructional, professional, and personal development.

The Pillais values and significance of F for each independent variable are reported in Table 4.5.

For the independent variables of faculty status, principal duties, gender, year highest degree obtained, current engagement in formal education, and participation in faculty development activities, results were not significant at the 0.05 level of significance. Significant differences were noted for the variables of age, highest formal education obtained, previous teaching experience and teacher education, years at the college, and total postsecondary teaching.

For the significant variables, ANOVA was then performed and Scheffé tests were performed to reveal differences at the 0.10 level.

Table 4.5
Independent Variables in Relation to Faculty Development Categories, Pillais Values and Significance

Independent Variables	Pillais Value	Sign. of F	Sign. Diff.
Faculty status	0.06	0.94	No
Principal duties	0.04	0.21	No
Age	0.11	0.05	Yes
Gender	0.41	0.23	No
Highest formal education	0.13	0.02	Yes
Year highest degree	0.13	0.17	No
Current formal education)	0.02	0.59	No
Teaching experience & ed.	0.16	0.005	Yes
FD participation	0.01	0.82	No
Years at the college	0.18	0.003	Yes
Total postsecondary	0.18	0.002	Yes

Age. Those aged 39 and younger demonstrated a significantly greater need for organizational, instructional, and professional development than did those in the 40 to 49 year age group (Table 4.6). No other differences were statistically significant.

Table 4.6
Differences in Means by Age Groups* for Categories of Faculty Development Needs

Categories of faculty development	Group 1 (N=48)	Group 2 (N=64)	Group 3 (N=22)	F-ratio	Prob	Pairs Sign. Diff.
OD	3.0	2.6	2.6	4.83	0.009	1>2
ID	3.4	2.9	3.0	5.11	0.007	1>2
PD	3.3	2.9	2.9	5.55	0.005	1>2
Pers	3.2	2.9	2.8	3.07	0.05	None

*Group 1 - 39 years and less
Group 2 - 40 to 49 years
Group 3 - 50 years and more

Level of formal education. Those without university degrees showed a significantly greater perceived need for organizational, instructional, and professional development than did those with graduate degrees, as well as a significantly greater need for personal development than all faculty with university degrees (Table 4.7).

Table 4.7
Differences in Means by Level of Formal Education* for Categories of Faculty Development Needs

Categories of faculty development	Group 1 (N=68)	Group 2 (N=41)	Group 3 (N=26)	F-ratio	Prob	Pairs Sign. Diff.
OD	2.6	2.8	3.1	3.77	0.025	3>1
ID	3.0	3.1	3.5	4.83	0.009	3>1
PD	2.9	3.1	3.4	4.75	0.010	3>1
Pers	2.8	3.0	3.5	9.24	0.00002	3>1,2

*Group 1 - PhD & Masters
Group 2 - Bachelors
Group 3 - Less

Teaching experience and teacher education. Those faculty with teaching experience but no teacher education showed a significantly greater need for instructional development than did those who came to the college with both teaching experience and teacher education (Table 4.8). No significant differences were discovered for organizational, professional, or personal development.

Table 4.8
Differences in Means by Prior Teaching Experience and Teacher Education* by Categories of Faculty Development Needs

Categories of faculty development	Group 1 (N=58)	Group 2 (N=40)	Group 3 (N=34)	F-ratio	Prob	Pairs Sign. Diff.
OD	2.7	2.7	2.9	0.68	0.506	None
ID	3.0	3.3	3.2	3.29	0.040	2>1
PD	2.9	3.2	3.2	3.28	0.041	None
Pers	3.0	2.8	3.1	0.99	0.37	None

*Group 1 - Teaching experience & teacher education
Group 2 - Teaching experience, no teacher education
Group 3 - Neither

Years at the college. The two faculty groups with ten years of teaching experience and less showed a significantly greater need for instructional development than did those with 11 years teaching experience and greater (Table 4.9). No significant differences were discovered for any other faculty development needs.

Table 4.9
Differences in Means by Years of Teaching* at This College
For Categories of Faculty Development Needs

Categories of faculty development	Group 1 (N=39)	Group 2 (N=54)	Group 3 (N=38)	F-ratio	Prob	Pairs Sign. Diff.
OD	2.9	2.8	2.5	2.26	0.11	None
ID	3.4	3.1	2.8	8.32	0.0004	1,2>3
PD	3.2	3.1	2.9	2.53	0.08	None
Pers	3.0	3.1	2.8	1.36	0.26	None

*Group 1 - 4 years or less
Group 2 - 5 to 10 years
Group 3 - 11 years or more

Total postsecondary teaching experience. Faculty members with four years or less total postsecondary teaching experience showed a significantly greater need for both organizational development and instructional development than did those faculty with 11 years and more teaching experience. Also, those with five to ten years of postsecondary teaching experience showed a greater need for instructional development than did those with 11 years and more experience (Table 4.10). No significant differences were found for professional or organizational development needs.

Table 4.10
Differences in Means by Total Postsecondary Teaching Experience*
for Categories of Faculty Development Needs

Categories of faculty development	Group 1 (N=26)	Group 2 (N=53)	Group 3 (N=51)	F-ratio	Prob	Pairs Sign. Diff.
OD	3.0	2.8	2.5	3.42	0.03	1>3
ID	3.6	3.1	2.9	8.89	0.0002	1,2>3
PD	3.3	3.1	2.9	3.16	0.05	None
Pers	3.1	3.0	2.8	0.92	0.42	None

*Group 1 - 4 years or less
Group 2 - 5 to 10 years
Group 3 - 11 year or more

Research question 4. What do faculty members perceive as preferred methods for meeting their faculty development needs in relation to the four components of faculty development?

For this sub-problem, respondents selected up to five of the faculty development needs most important to them and then selected their preferred methods to meet these needs. In total, 651 needs and corresponding methods were selected by 132 respondents. The selected preferred needs were first grouped by faculty development category and the selected methods were then cross tabulated by faculty development category using multiple response, collapsed items. A statistical procedure could not be used for these data because provision was not made in the questionnaire to identify selected methods against particular faculty development needs nor by the identity of individual respondents. The results are shown as percentage distributions of preferred methods by components of faculty development in Table 4.11.

Table 4.11
Percentage Distribution of Preferred Methods by Categories of Faculty Development Needs
(N=651)

Method	Categories of Faculty Development OD	ID	Pro	Pers	Overall Row N	Row %
Lecture	43.9	16.9	20.4	9.9	121	18.6
Demonstration	11.3	28.7	12.4	16.9	128	19.7
Group Process	9.4	18.1	11.9	21.8	104	16.0
Private reading/ study	3.8	4.3	14.4	4.9	49	7.5
Consultation	24.5	9.1	9.0	12.7	72	11.1
Guided practice	3.8	21.7	22.4	30.3	145	22.3
Other	3.8	1.2	10.4	3.5	31	4.8
Column N	53	254	201	142	651	100.0

For organizational development needs, the lecture (43.9%) was the most preferred method. For instructional development, the most preferred method was demonstration (28.7%), followed closely by guided practice (21.7%). For professional development objectives, guided practice (22.4%) was most highly preferred, followed by lecture (20.4%). For personal development objectives, guided practice (30.3%) was the method preferred.

Overall, as shown in the last column, the most preferred method for meeting faculty development needs was guided practice (22.3%), followed by demonstration (19.7%) and lecture (18.6%). Private reading and study (7.5%) and consultation (11%) were least preferred by respondents. It is interesting to note that faculty members preferred the interactive methods of learning (guided practice, consultation, demonstration, and group process)

to a much greater degree (nearly 70 %) than the non-interactive methods such as lecture and private reading (25 %).

When their method of choice was not included in the provided selection, respondents were asked to identify their other preferred method(s). Respondents wrote in 31 alternative choices of method which are listed in descending order of importance as follows: release time, graduate course work, sabbaticals, research, work experience, community work, visitation, case study, simulation, and conferences and workshops.

Research question 5. What are the differences among faculty in the five divisions regarding perceived suitable methods?

Cross-tabulations of methods by divisions were determined using the multiple response which provided a tabulation of the numbers of respondents who preferred each method by division as shown in percentages in Table 4.12.

Academic and student services faculty preferred lecture (24.8%) followed by guided practice (22.1%). The business division faculty preferred lecture (24.5%) closely followed by demonstration (23.4%). Both community education and community services and health sciences faculty preferred guided practice (28.1% and 28.8% respectively). Performing and visual arts faculty were the only group to prefer group process (22.2%) as their method of choice.

Performing and visual arts and community education and services faculty members preferred interactive learning methods

(82 % and 81 %, respectively) to a greater extent than did faculty members in the other three divisions.

Table 4.12
Percentage Distribution of Preferred Methods by Division
(N=651)

Methods	Divisions* 1.	2.	3.	4.	5.	Overall Row N	Row%
Lecture	24.8	24.5	12.5	14.9	9.1	121	18.6
Demonstration	16.1	23.4	21.9	23.0	12.1	128	19.7
Group process	13.4	18.1	18.0	5.8	22.2	104	16.0
Private reading/ study	12.8	4.3	3.1	8.0	11.1	49	7.5
Consultation	8.1	8.5	13.3	10.3	18.2	72	11.0
Guided practice	22.1	17.5	28.1	28.8	19.2	146	22.5
Other	2.7	3.7	3.1	9.2	8.1	31	4.7
Column N	149	188	128	87	99	651	100.0

*1 = Academic and student services division
2 = Business division
3 = Community education and community services division
4 = Health sciences division
5 = Performing and visual arts division

<u>Research question 6</u>. What are the differences among faculty when grouped according to various sub-group characteristics, regarding perceived suitable methods?

Similarly, as for sub-problem 5, tabulations of methods by each of the remaining independent variables were determined using the multiple response. Table 4.13 summarizes the percentage distributions for the categories of faculty status and principal duties.

Table 4.13
Percentage Distribution of Preferred Methods by Faculty Status and Principal Duties

	Full- & Part-time Faculty				Principal Duties			
Methods	FT	PT	Row N	Row %	Tch.	Oth.	Row N	Row%
Lecture	16.4	21.6	121	18.6	18.9	14.4	113	17.7
Demonstration	17.2	23.0	128	19.7	20.5	18.8	128	20.0
Group process	16.4	15.5	104	16.0	16.1	15.0	101	16.0
Private study/ reading	8.0	6.8	49	7.5	7.6	8.1	49	7.7
Consultation	13.9	7.2	72	11.0	9.2	17.5	72	11.3
Guided practice	21.4	23.7	146	22.4	22.4	23.1	114	22.6
Other	6.7	2.2	31	4.8	5.2	3.1	30	4.8
Column N	373	278	651	100.0	477	160	637	100.0

Faculty status. Both full- and part-time faculty preferred guided practice (21.4% and 23.7%, respectively) as their method of faculty development. Part-time faculty preferred demonstration (23%) as a close second choice following guided practice. Full-time faculty preferred consultation to a greater degree than did part-time faculty.

Principal duties. For both categories, teaching and other, the most preferred method of faculty development was guided practice (22.4% and 23.1%, respectively) followed by demonstration (20.5% and 18.8%, respectively) as the second choice. However, those whose main duty was other than teaching were more likely to choose consultation as their preferred method than were the teaching faculty.

Table 4.14 shows preferred faculty development methods by the personal characteristics of age and gender.

Table 4.14
Percentage Distribution of Preferred Methods by Personal Characteristics

	Age Groups					Gender			
Methods	<40	40s	>40	Row N	Row%	F	M	Row N	Row %
Lecture	19.4	15.9	20.0	115	18.0	19.4	17.2	120	18.6
Demonstration	15.2	21.7	26.7	128	20.1	21.8	16.0	127	19.7
Group process	21.5	12.9	13.3	103	16.2	16.7	15.1	104	16.1
Private reading/ study	10.1	5.8	6.7	48	7.5	4.9	12.2	49	7.5
Consultation	12.2	10.8	10.5	72	11.3	9.8	13.4	72	11.1
Guided practice	15.6	28.1	20.0	141	22.1	22.8	21.0	143	22.1
Other	5.9	4.7	1.9	30	4.7	4.7	5.0	31	4.8
Column N	237	295	105	637	99.8	408	238	646	100.0

Age. Those aged 39 and younger preferred group process as their method of faculty development (21.5%); those aged 40 to 49 preferred guided practice (28.1%); and those 50 years and over preferred demonstration (26.7%). The youngest age category were more likely to prefer group process and less likely to prefer demonstration than were the other two groups. Those in the youngest and oldest categories were more likely to choose lecture than were those in their 40s.

Gender. Both female and male faculty preferred guided practice as their preferred method of faculty development (22.8% and 21.0%, respectively). However, females were more likely to

choose demonstration and less likely to choose private study than were males.

Table 4.15 portrays methods of faculty development by the characteristics of highest level of formal education and the year in which this degree was obtained.

Highest level of formal education. Those with graduate degrees favored guided practice as their first method of faculty development (24.8%), followed by demonstration (17.2%). Those with Bachelor's degrees favored lecture as their first method of faculty development (21.2%), closely followed by demonstration (20.7%). Those without university degrees favored demonstration (24.8%), followed by guided practice (20.8%) and group process (20%). Those holding graduate degrees were less likely than were the other two groups to prefer group process and more likely to prefer private reading and study as a preferred method.

Year highest formal degree obtained. Those who obtained their highest degree in 1980 or more recently preferred lecture as their method of faculty development (21.9%), closely followed by guided practice (20.1%). They also appeared less likely to choose group process and more likely to choose private reading and study than did the other two groups. Those who graduated between 1970 and 1979 preferred guided practice (23.5%) as their first choice, followed by demonstration (21.0%), and were less likely to choose lecture than were the other two groups. Those who graduated in 1969 or earlier preferred guided practice (22.5%), followed by demonstration (20%).

Table 4.15
Preferred Methods by Highest Formal Degree and Year Highest Degree Completed

	Highest Formal Degree*					Year Highest Degree**				
Method	1.	2.	3.	Row N	Row%	1.	2.	3.	Row N	Row%
Lecture	16.9	21.2	15.2	115	18.0	21.9	13.5	18.8	78	17.6
Demon-stration	17.6	20.7	24.8	128	19.9	17.1	21.0	20.0	86	19.4
Group process	12.9	18.7	20.0	103	16.0	10.4	15.5	17.5	62	14.0
Private reading	10.3	6.6	2.4	49	7.6	12.2	7.5	7.5	41	9.2
Consul-tation	12.2	9.1	12.0	72	11.2	12.2	13.5	12.5	57	12.8
Guided practice	24.8	19.7	20.8	144	22.4	20.1	23.5	22.5	98	22.1
Other	5.3	4.0	4.8	31	4.8	6.1	5.5	1.3	22	4.9
Column N	319	198	125	642	100.0	164	200	80	444	100.0

*1. PhD & Master's
2. Bachelor's
3. Less than bachelor's

**1. 1980 & later
2. 1970 to 1979
3. 1969 & earlier

Table 4.16 shows methods by the characteristics of current pursuit of formal education and teaching experience and teacher education prior to coming to the college.

Currently pursuing formal education. Both those who were currently pursuing formal education and those who were not preferred guided practice as their first method of faculty development (21.7% and 23%, respectively), followed by demonstration (20.1% and 19.3%, respectively).

Table 4.16
Percentage Distribution of Preferred Methods by Current Pursuit of Formal Education and Teaching Experience and Education Prior to Joining the College

	Currently Pursuing Formal Education				Teaching Experience and Ed.* Before Joining College				
Methods	Yes	No	Row N	Row %	1.	2.	3.	Row N	Row %
Lecture	19.8	17.0	114	17.9	19.1	14.2	20.9	113	18.0
Demonstration	19.3	20.2	127	19.9	20.9	20.3	19.6	128	20.4
Group process	15.5	16.3	102	16.0	17.7	13.2	18.3	103	16.4
Private reading/ study	4.8	9.1	49	7.7	4.7	9.6	8.5	45	7.2
Consultation	14.5	9.3	70	11.0	10.8	11.2	11.1	69	11.0
Guided practice	21.7	23.0	144	22.6	22.0	26.4	17.0	139	22.2
Other	4.3	5.1	31	4.9	4.7	5.1	4.6	30	4.8
Column N	207	430	637	100.0	277	197	153	627	100.0

*1. Teaching experience & education
2. Teaching experience, no teacher education
3. Neither

Teaching experience and teacher education prior to joining the college faculty. Those with both teaching experience and teacher education, and those with teaching experience but no prior teacher education both preferred guided practice (21.% and 22.8%, respectively) as their preferred method of faculty development. Those with neither before joining the college preferred lecture (20.9%) as their preferred method of faculty development.

Table 4.17 describes preferred methods by level of participation in faculty development activities and the total number of years at the college.

Table 4.17
Percentage Distribution by Preferred Methods by Level of FD Participation During the Past Two Years and Number of Years at the College

	Level of FD Participation During Past Two Years				Years at the College				
Methods	1-4	5+	Row N	Row %	<5	5-10	11+	Row N	Row %
Lecture	17.3	17.0	102	17.2	18.6	19.8	14.3	113	18.0
Demonstration	21.6	18.1	122	20.6	22.9	17.9	18.9	124	19.8
Group process	15.9	16.4	95	16.0	17.0	15.7	14.3	99	15.8
Private reading/ study	9.4	7.0	48	8.1	8.5	7.9	6.9	49	7.8
Consultation	9.2	17.0	68	11.5	6.4	13.9	13.1	72	11.5
Guided practice	24.2	18.1	133	22.4	24.5	17.5	26.9	140	22.3
Other	3.3	6.4	25	4.2	2.1	6.0	5.7	30	4.9
Column N	422	171	593	100.0	188	269	175	627	100.0

Participation in development activities during the past two years. Faculty members whose participation was moderate selected guided practice (24.2%) as their preferred faculty development method, followed by demonstration (21.6%). Those with the higher level of faculty development participation selected guided practice and demonstration equally (18.1%), closely followed by consultation and lecture (17% each).

Years at the college. Those groups with both the least and the most years on faculty preferred guided practice (24.5 and 26.9%, respectively) as their first method of faculty development, followed next by demonstration (22.9% and 18.9%, respectively). Those with five to ten years chose lecture (19.8%) as their preferred method of faculty development, closely

followed by demonstration (17.9%) and guided practice (17.5%). Those with the least years of experience were less likely to choose consultation than were the other two groups.

Table 4.18 portrays preferred faculty development methods by total postsecondary teaching experience.

Total postsecondary teaching. As was the case for total years on faculty at the college, those with both the least and the most postsecondary teaching experience preferred guided practice (27.1% and 27.4%, respectively), closely followed by demonstration (26.4% and 18.8%, respectively), while those with five to ten years chose lecture (19.7%) followed by demonstration and guided practice. Those with the least teaching experience were less likely to choose consultation or private study and reading as methods of faculty development.

Table 4.18
Percentage Distribution of Preferred Methods by Total Postsecondary Teaching Experience

Methods	Total Postsecondary Teaching Experience <5	5-10	11+	Row N	Row %
Lecture	18.6	19.7	16.2	113	18.2
Demonstration	26.4	17.8	18.8	124	19.9
Group process	17.8	17.4	13.2	99	15.9
Private reading/ study	3.9	9.7	8.7	48	7.7
Consultation	5.4	14.3	11.1	70	11.3
Guided practice	27.1	15.1	27.4	138	22.2
Other	0.8	6.2	5.6	30	4.8
Column N	129	259	234	622	100.0

Research question 7. What do college faculty perceive as preferred organizational arrangements for meeting their needs.

Information for this research question was obtained by examining the following areas of faculty development:

1. Provisions for encouraging participation in faculty development;
2. Leadership role in faculty development;
3. Sources of expertise;
4. Sources of awareness of faculty development needs;
5. Time of the year; and
6. Arrangements for faculty development activities.

To obtain the data to answer the questions in the six areas, respondents were asked to circle a number on a 5-point response scale which indicated their perceptions of actual and preferred practices for each organizational arrangement for faculty development at their college. For each actual and preferred pair, the FREQUENCIES program was used to generate frequency distributions, percentages, means, and standard deviations.

Preferred arrangements. A comparison of actual and preferred means for each item pair yielded information as to the respondents' perceived actual and preferred arrangements regarding both the degree and direction of their preferences. For the degree of preference for arrangements, the ranges of means were as follows: very high, 4.5 to 5.0; high, 3.5 to 4.4; moderate, 2.5 to 3.4; low, 1.5 to 2.4; and very low, 0.5 to 1.4.

For each item, the actual was subtracted from the preferred mean to provide the difference. The items for each area were

then ordered by differences (highest to lowest) and are reported in Tables 4.19 to 4.24. Along with the table for each area of organizational arrangements, the most highly and least preferred items are discussed, as well as those items for which there is the greatest difference between the preferred and actual mean.

Provisions for encouraging participation in faculty development activities. For the area of provisions for encouraging participation in faculty development activities (Table 4.19), the three provisions that were most highly preferred by faculty were paid sabbatical leaves and provision of funds to attend professional conferences, followed by reduced teaching load for a new course or major course revision. These three items fell into the high preference category. The provisions least preferred by faculty members were reduced teaching load for first year faculty and intercollege exchange programs. However, even these two least preferred items were in the moderate preference grouping.

When differences between actual and preferred provisions were examined, the difference level was greatest for paid sabbatical leaves. Faculty felt that the actual availability of paid sabbaticals was low, whereas their preferred availability was high. Special recognition for excellence in teaching and reduced teaching load for a new course or major course revision were both perceived as having a low availability while need was considered high.

Table 4.19
Preferences for Provisions for Encouraging Participation in Faculty Development Activities

Provisions	Means Actual	Preferred	Difference
Paid sabbatical leaves	2.2	4.2	2.0
Special recognition for excellence in teaching	2.0	3.8	1.8
Reduced teaching load for new course or major course revision	2.2	4.0	1.8
Reduced teaching load for first year faculty	1.7	3.2	1.5
College-industry exchange programs	2.2	3.6	1.5
Funds to attend professional conferences	2.8	4.2	1.4
Visiting scholar program	2.3	3.6	1.3
Intercollege exchange programs	2.2	3.4	1.2
Reimbursement of course fees	2.8	3.9	1.1
Unpaid leaves	2.7	3.6	0.9
Time set aside for FD activities	3.3	3.9	0.6
Faculty performance reviews	3.2	3.8	0.6
College FD committees	3.0	3.5	0.5
Circulation of FD newsletter	3.4	3.8	0.4

Leadership role in faculty development. For provision of a leadership role in faculty development (Table 4.20), faculty members felt that the role of the faculty development coordinator was most highly preferred. Satisfaction as to how this role was being carried out was indicated by the fact that the actual and preferred means were both high. The college-wide faculty development committee, program and section heads, and the instructional development coordinator all placed next highest in degree of preference with relative satisfaction as to how the

college wide committee carried out its leadership role. The actual role of program and section heads and the instructional development coordinator were both perceived as being moderately fulfilled, indicating that faculty felt that these positions should provide a greater degree of leadership.

The preferred leadership role of both the college president and the board of governors were rated lowest while the actual roles were perceived as being low. Faculty members appeared to be relatively satisfied with these positions being lowest in actual and preferred leadership role.

Table 4.20
Preferences for Leadership Role in Faculty Development

Preference	Means		
	Actual	Preferred	Difference
Instructional dev. coordinator	3.0	3.9	0.9
Individual faculty	2.9	3.8	0.9
Deans	2.8	3.7	0.9
Faculty association	2.6	3.5	0.9
Divisional FD committees	3.0	3.8	0.8
Academic vice president	2.7	3.5	0.8
Program or section head	3.2	3.9	0.7
President	2.3	3.0	0.7
Board of governors	1.8	2.5	0.7
College wide FD committee	3.4	3.9	0.5
Faculty development coordinator	3.8	4.1	0.3

The differences between the actual and preferred leadership role was greatest for the instructional development coordinator,

individual faculty, deans, and the faculty association, with preferred role in each case being high while perceived actual role was moderate. Faculty felt that all of these constituents should take a greater leadership role.

Expertise in faculty development. For the category of sources of expertise for faculty development (Table 4.21), specialists from business and industry, specialists from other colleges, and college faculty were all rated as being highly preferred as sources of expertise. The actual perceived role of external experts was seen as being low, indicating that faculty members would like to see the increased use of external experts as sources of expertise. College faculty were perceived as being moderate sources and respondents would like a somewhat greater tapping of the expertise of their own faculty.

Table 4.21
Preferences for Sources of Expertise for Faculty Development

Sources of expertise	Means Actual	Preferred	Difference
Specialists from business & industry	2.5	3.8	1.3
Specialists from other colleges	2.5	3.7	1.2
College faculty	3.0	3.7	0.7
Specialists from universities	2.7	3.4	0.7
College development specialists	2.8	3.4	0.6
College administration	2.4	2.8	0.4

College administration was rated as the lowest actual and preferred source of expertise for faculty development by faculty

members, indicating that college administration was, and should remain, a low source of faculty development expertise.

Influence in determining faculty development needs. For the category of sources of influence in determining faculty development needs (Table 4.22), faculty rated themselves as having a high source of influence and preferred that this influence be very high. Students and colleagues were also preferred as being a high source of influence while being a moderate source. Faculty saw deans and program heads as having a moderate influence which should remain moderate.

Table 4.22
Preferences for Sources of Influence in Determining Faculty Development Needs

Sources of Influence	Means		
	Actual	Preferred	Difference
Deans and program heads	2.6	3.3	0.7
Colleagues	2.9	3.5	0.6
Yourself	4.3	4.6	0.3
Students	3.3	3.6	0.3

Preferred time of year. For preferences for the time of year faculty development activities were presented (Table 4.23), the winter term was the most preferred with both a moderate actual and preferred mean. July-August was rated as having a low actual and preferred mean. Faculty, in general, were satisfied with the times of year in which faculty development activities were presented.

Table 4.23
Preferences for Times of Year for Faculty Development Activities

Time of Year	Means Actual	Preferred	Difference
May-June	2.7	3.2	0.5
Winter term	3.2	3.4	0.2
Fall term	3.1	3.2	0.1
July-August	1.6	1.6	0.0

Arrangements for implementation of faculty development activities. For the preferences for arrangements for the implementation of faculty development activities (Table 4.24),

Table 4.24
Preferences for Arrangements for Implementing Faculty Development Activities

Arrangements for Implementation	Means Actual	Preferred	Difference
Field experience (temporary placement in a related agency)	1.8	3.7	1.9
Internship (1st-hand experience under guidance)	1.7	3.2	1.5
Interview (interpersonal interaction to improve understanding)	1.7	3.0	1.3
Workshops (small gathering, structured activities)	3.4	3.9	0.5
Conference (large gathering, structured activities)	3.1	3.3	0.2

the use of workshops was seen overall as being the greatest preferred organizational arrangement for implementing faculty development activities, with actual arrangements perceived as being moderate and the preference being for a high level. Field experience was rated a having a low actual availability, while a

high availability was preferred. Interview and internship both had low actual and moderate preferred ratings.

Research question 8. What are the differences among faculty in the five divisions regarding perceived organizational arrangements?

For organizational arrangements, differences in means, preferred minus actual, were first determined. Multiple analysis of variance (MANOVA) was performed to analyze these differences in preferred organizational arrangements among faculty in the five divisions.

The Pillais statistic had a value of 2.47 with an F test significance of 0.05. Given the significance of the MANOVA analysis, a one-way analysis of variance (ANOVA) was then performed within organizational arrangements and across divisions and Scheffé tests were performed to determine what groups differed significantly at the 0.10 level. No significant differences among divisions were identified for sources of expertise for faculty development, sources of awareness for faculty development needs, and arrangements for implementing faculty development activities. For provisions for encouraging participation in faculty development, sources of leadership for faculty development, and time of year preferred, significant differences among divisions were determined.

Provisions for encouraging participation in faculty development. For provisions for encouraging participation in faculty development (Table 4.25), significant differences among

faculty in the five divisions were observed for the following provisions: intercollege exchange programs, paid sabbaticals,

Table 4.25
Significant Differences in Preferred Organizational Arrangements by Division*

	1.	2.	3.	4.	5.	F-ratio	Prob	Groups Sign. Diff.
Provisions for encouraging participation								
Inter-college exchange programs	0.9	1.1	1.7	0.3	1.7	4.62	.002	3,5>4
Paid sabbaticals	1.7	1.5	2.6	2.1	2.4	3.21	.015	None
Unpaid leaves	1.3	1.0	1.1	0.6	0.1	3.09	.015	1>5
Reduced load for new course, major revision	1.6	1.5	1.8	2.6	3.3	3.25	.01	4>2
Visiting scholar programs	1.4	1.0	1.1	0.4	1.5	2.92	.024	None
Leadership role								
Divisional FD committee	0.7	0.6	1.1	0.4	1.5	2.92	.024	None
Time of year								
During May-June	0.8	0.0	1.3	0.5	1.0	6.56	.0001	1,3,5,>4 3>2

*Divisions: 1 = Academic and student services
2 = Business
3 = Community services and education
4 = Health sciences
5 = Performing and visual arts

unpaid leaves, reduced teaching load for a new course or major revision, and visiting scholar programs. No other provisions had Scheffé values at the 0.10 level of significance.

When Scheffé tests were performed, significant differences at the 0.10 level among divisions regarding provisions were determined to be as follows:

1. Faculty in both the community services and education division and in the performing and visual arts division showed a significantly greater preference for intercollege exchange programs than did those faculty in the health sciences division.

2. Faculty in the academic and student services division showed a significantly greater preference for unpaid leaves than did faculty in the performing and visual arts division.

3. Health sciences faculty demonstrated a significantly greater preference for reduced load for a new course or major course revision than did business division faculty.

No significant differences among divisions were found for either sabbatical leaves or visiting scholar programs.

Leadership role in faculty development. For leadership role in faculty development the only observed difference among divisions was for the role of the divisional faculty development committees. The Scheffé test did not identify the source of the difference among divisions for this role.

Time of year. For the time of the year in which planned FD activities took place at the college, significant differences among divisions were found regarding provisions during May and June as follows:

1. Academic and student services, community services and education, and performing and visual arts division faculty all showed significantly greater desire for May-June activities than did health sciences faculty.

2. Community services and education also demonstrated a significantly greater preference for May-June activities than did business division faculty.

No other significant differences were found across divisions for preferred time of year for presentation of faculty development activities.

Research question 9. What are the differences among faculty when grouped according to various subgroup characteristics, regarding preferred organizational arrangements?

The following subgroup characteristics were examined among faculty groups:

1. Full-time and part-time faculty;
2. Principal duties (teaching, other);
3. Age (39 years and younger, 40 to 49 years, 50 years and more);
4. Gender (female, male)
5. Highest level of formal education (PhD & master's, bachelor's, less than bachelor's);
6. Year highest degree obtained (1980 & later, 1970 to 1979, 1969 and earlier);
7. Current involvement in formal education (yes, no);
8. Teaching background before coming to this college (teaching experience & teacher education, teaching experience & no teacher education, neither);
9. Participation in faculty development activities during the past two years (4 times and less, 5 times and more);
10. Years of teaching at this college (4 years and less, 5 to 10 years, 11 years and more'; and,
11. Total postsecondary teaching experience (4 years and less, 5 to 10 years, 11 years and more).

Preferred organizational arrangements were related to the following areas:

1. Provisions for encouraging participation in faculty development activities;
2. Leadership role in faculty development;
3. Sources of expertise;
4. Sources of awareness of faculty development needs;
5. Time of year; and,
6. Arrangements for implementation of faculty development activities.

Table 4.26
Independent Variables by Preferred Organizational Arrangements, Pillais Values and Significance

Independent Variables	Pillais Value	Sign. of F	Sign. Diff.
Faculty status	0.66	0.08	No
Principal duties	0.66	0.11	No
Age	1.14	0.39	No
Gender	0.54	0.59	No
Highest formal education	1.09	0.57	No
Year highest degree	1.55	0.77	No
Current formal education	0.56	0.47	No
Teaching experience & education	1.23	0.16	No
FD participation	0.78	0.01	Yes
Years at the college	1.05	0.75	No
Total postsecondary experience	1.08	0.72	No

The MANOVA test was applied to examine the differences in means for each category within each independent variable against each organizational arrangement. The Pillais values and significance of F for each independent variable are reported in

Table 4.26. Significance at the 0.05 level was found for only one variable: level of participation in faculty development. No significant differences were determined for any of the other subgroup characteristics.

Because the significant variable of faculty development participation had only two categories, t-tests were performed for the variable against each organizational arrangement in order to learn where significant differences existed. The differences are reported in Table 4.27.

Participation in faculty development. Table 4.27 reports significant differences in preferred organizational arrangements for faculty development by level of faculty development participation. For provisions for encouraging participation in

TABLE 4.27
Significant Differences in Preferred Organizational Arrangements by Participation in Faculty Development Activities During the Past Two Years

Arrangements	1. 4 times or less (N=89)	2. 5 times or more (N=35)	T-value	Prob.	Sign.
Provisions for encouraging participation					
Sabbaticals	1.83	2.34	2.08	0.04	2>1
Unpaid leaves	1.13	0.60	-1.98	0.05	1>2
Leadership role					
Faculty development coordinator	0.35	0.03	-2.65	0.01	1>2
Sources of expertise					
Specialists from business/industry	1.49	0.82	-3.17	0.002	1>2
Sources of awareness					
Yourself	0.29	0.06	-2.14	0.03	1>2

faculty development, those with the higher level of faculty development participation saw a significantly greater need for sabbaticals than did those with lower faculty development participation, while those with the lower level of participation had a significantly greater preference for unpaid leaves. Those with the lower level of faculty development participation also had a significantly higher preference for the faculty development coordinator in a leadership role, a significantly greater preference for specialists from business and industry as sources of faculty development expertise, and a significantly greater preference for themselves as sources of awareness of their faculty development needs.

Participants were asked to answer three open-ended questions regarding faculty development in Section IV of the questionnaire as follows:

1. Describe the most significant faculty development activity (organizational, instructional, personal, or professional) in which you have participated during the last two years whether college sponsored or not; state in what ways it was helpful to you.

2. Describe any recurring problems, related to your teaching, for which you see the need for more information or further skill development.

3. Indicate your own plans and priorities for further faculty development.

The responses to these three questions were recorded and grouped according to major categories as the responses were sorted. For each question, a table is provided summarizing the

numbers and percentages in each category. The responses are illuminated through discussion.

Most Significant Faculty Development Activity

One hundred and seventeen individuals responded to question one, providing 132 responses (Table 4.28). Responses were categorized into four major areas: college planned or sponsored activities (47 individuals providing 55 responses), external conferences and workshops (39 individuals providing 46 responses), increasing formal education (21 responses), and private reading, research, and personal development (10 responses).

Table 4.28
Most Significant Faculty Development Activity During Last Years

Category	N=Responses	Percent
College planned/sponsored Planned workshops etc. (29) Great Teachers' Seminars (9) College orientation (9) Sabbatical/leaves (8)	55	41.7
External conferences, seminars, workshops	46	34.8
Increasing formal education	21	15.9
Research, private reading, personal Research (5) Private/personal (5)	10	7.6
Totals	132	100

College planned or sponsored activities. Of the 117 faculty members who answered question one, 47 selected 55 college-planned or sponsored activities as being most significant to them. Of these, twenty-one individuals picked 29 faculty development workshops and seminars. The major value of events in this to faculty members related to the fact that faculty were stimulated by new ideas and that they had an opportunity to interact with college colleagues. Typical statements were as follows:

> I find faculty development days to be helpful in opening up new ways of thinking about your role in the college. Most people talk about common problems and perhaps offer some solutions, at least it makes one aware that they are not alone and that all areas of the college feel the same pressures and concerns.
>
> I found the last faculty development day was very useful in that I needed the change in activity as well as the opportunity to connect with fellow faculty members. This session provided some thought provoking ideas for me.

Nine chose the college-sponsored Great Teachers' Seminar, a week-long seminar at which participants share teaching innovations, discuss teaching problems, and learn teaching techniques from each other. Those who found this seminar their most valuable faculty development activity felt that its major value was both that it offered them an opportunity to learn more about teaching from colleagues and that it increased their awareness of and interest in pursuing their own faculty development needs. The following quotes are typical:

> Created an awareness for need for faculty development. Was informative to get information on how to solve a problem from the actual person whom has used the technique successfully.

> Helpful because it gave me new strategies for teaching certain concepts; great support from colleagues; interest in furthering my professional training.

Nine respondents indicated that college orientation was of most value to them. College orientation at this college is a week-long event for new faculty members which focuses on course planning, teaching methods, student evaluation, and is an introduction to the college as an institution. They regarded this event as beneficial because it offered the opportunity to learn about the college climate and teaching techniques and to meet co-workers. The following quotes are representative:

> It helped me to understand the philosophy and goals of the college. I learned a lot about learning and teaching techniques.

> It was motivational and offered at the right time to allow me to gear up for classes in September. Presentations on teaching methods extremely helpful.

> Several new teaching techniques were learned. Met a new group of friends--both on my campus and other campuses.

Eight faculty members selected sabbaticals or leaves as most significant. Leaves were valued as being stimulating, allowing leave-takers to catch up with current trends in their fields, and were directly applicable to faculty members teaching roles. Typical comments were as follows:

> Sabbatical leave. 1. Personally revitalizing/ stimulating. 2. Greatly expanded knowledge/experience base. 3. Large increase in industry/government/ institutional professional network.

> Short-term leave of absence. 1. Put me in touch with current trends. 2. Enlarged and renewed my teaching content. 3. Enhanced my teaching methodology."

External conferences and workshops. Thirty-nine individuals selected conferences and workshops external to the college as being most worthwhile to them. The significance to participants lay in networking with external colleagues, keeping current in their discipline, confirming that their program was current, and improving their teaching skills. Typical remarks are presented below:

> I have attended two national conferences and had the opportunity to meet members for other institutes across Canada to discuss our common problems. All the workshops helped me to keep up to date in the current changes in my area and reinforced my approach of assisting students.
>
> Attendance at professional organization conferences directly related to my field. 100 percent applicable. 100 percent useful. Lessens the feeling of isolation. Reinforces our program is on the right track.
>
> Computer workshop and workshops related to my teaching. They helped improve my skills and gave me better ideas for teaching.

Increasing formal education. Twenty-one individuals preferred formal courses related to further degree acquisition as being most useful to them. Faculty members felt that formal education was stimulating, kept them current, and assisted them in their teaching.

> I have taken several university courses in the evening and on holidays. It has helped me keep in touch with the stresses and difficulties of being a student and their associated needs. It has also helped me remain current in my field and it is leading to a Master's degree.
>
> My involvement in graduate study has been my most influential professional development activity. It's been tremendously intellectually stimulating.

> Some courses for a Master's degree--extremely valuable and practical for teaching.

Research, private reading, personal. Ten individuals elected private development activities such as research and private reading as being most significant for them because these activities most directly met their development needs.

> As far as I'm concerned, private reading and research are the most significant activity I participate in.
>
> Personal - self-study program. Helpful because it was structured to a perceived need which was fulfilled.

For question one, in summary, the majority of respondents sought and were most satisfied with faculty development activities which satisfied their need for new learning related to their teaching or discipline and which allowed them to interact with and learn from their colleagues.

Problems Related to Teaching

One hundred and five respondents answered question two. However, six of these stated that they had no problems (Table 4.29). Major categories which arose in relation to teaching problems were as follows: Teaching and learning (32), student problems (23), workload/technological change (22), critical and creative thinking (13), and lack of institutional support (9).

Teaching and learning. Of the 32 who had problems related to teaching and learning, the subcategory breakdown was as follows: teaching methodologies (16), student evaluation (10), and adult learners (6). In each case, further knowledge or skill

Table 4.29
Problems Related to Teaching

Category	N=Responses	Percent
Teaching and learning	32	32.3
Teaching methodologies (16) Student evaluation (10) Adult learner (6)		
Student problems	23	23.2
Motivation (8) Disabilities (6) Cultural differences (5) Problem students (4)		
Workload/technological change	22	22.2
Critical and creative thinking	13	13.1
Lack of institutional support	9	9.1
Total	99	99.9

development was required, as is expressed in the following quotes:

> I feel that faculty need to be somehow kept up to date in such areas as new developments in teaching methodology and educational philosophy.
>
> Need to spend time on learning/ developing/practising new teaching theories/skills.
>
> I would like guidance in the preparation of test questions which would adequately test student knowledge and practical application of theory.
>
> Need further skill development in student evaluation.
>
> I would welcome lecture-discussion sessions with really experienced faculty or speakers on adult learners.
>
> More on adult learning styles.

Student problems. Twenty-three respondents cited student problems including student motivation (8), learning and physical

disabilities (6), cultural differences (5), and dealing with problem students (4). Again, new knowledge or skill development were deemed as needed to solve the stated problem.

Workload/technological change. Twenty-two respondents experienced difficulties related to workload and having time or resources to keep up with technological change in their field. Representative quotes follow:

> Constant need for upgrading my skill development in all courses. Never enough time to do this.
>
> Time management and workload seem to be ongoing problems as student numbers increase and responsibilities and involvements mount.
>
> The impact of computers upon my area of specialization coupled with the lack of opportunity for computer training and the near impossibility of obtaining a computer through the college has made it very difficult to keep myself and my students adequately prepared.

Critical and creative thinking. Thirteen had problems related to teaching critical or creative thinking as follows:

> I would like more information and skill development in teaching reasoning and analytical thinking.
>
> Need to foster creative thinking in my students.

Institutional support. Nine stated that inadequate institutional support was their main problem.

> Larger class sizes results in decreased student contact and depersonalization. We need more support services that can work individually with students.
>
> Lack of appropriate support materials. How do you teach skills without a decent demonstration facility and without any audiovisual support.

In summary, for question two, the major problems cited by faculty members related to improvement of their teaching skills,

dealing with a variety of student problems, and the lack of time and support to keep up with changes in their fields. For most of the respondents, new knowledge or skill development would help them address their problems.

Plans for Future Faculty Development

Although only 115 respondents answered question three, 146 responses were recorded as several faculty members had multiple future plans (Table 4.30). Response categories broke down as follows: formal education (37), conferences and workshops (31), keeping current/technological change (26), research/private study/personal growth (21), leaves/exchanges (19), and teaching/adult learner (12).

Table 4.30
Plans for Future Faculty Development

Category	N=Responses	Percent
Formal education	37	25.3
Conferences/seminars/workshops	31	21.2
Keeping current/technological change	26	17.8
Research, private study, personal	21	14.4
Leaves, exchanges	19	13.0
Teaching/adult learner	12	8.2
Total	146	99.9

Formal education. Thirty-seven respondents stated that they had plans to increase their level of formal education as follows:

Continue working toward a Master's degree.

Upgrade educational qualifications.

I have applied to the University of Victoria for their Master's of Education program that spans over three summers.

I plan to further my education as I feel that it is becoming increasingly important to be "educated" in the eyes of the college, especially with the increased priority of university transfer.

Conferences, workshops, seminars. Thirty-one faculty members intended to attend conferences and workshops.

I will try to attend as many conferences and workshops as possible.

Continue to attend faculty development activities throughout the year.

Continue attending national conferences in Canada and U.S. specifically related to my field.

Attend a Great Teachers' Seminar in June.

Keeping current, technological change. Twenty-six felt the need to keep current in their field, especially with technological change and often related to computers.

I would like to continue attending trade conferences and business seminars on technological developments.

Continuing liaison with industry to keep current.

Computer training in order to help myself and my students.

Keeping up with technological change.

Research, private study, and personal development. Twenty-one had plans for research, private study or personal development.

Research, private reading, meditation.

Research in clinical settings.

I read and look for ways to broaden my background in the areas I cover in my courses.

I'll continue self development activities at the personal level.

Personal renewal and recharging from overload.

Leaves, exchanges. Nineteen planned to take a leave or arrange for an exchange.

Take a short-term, educational/experience leave.

Take a short-term leave or exchange to update skills/ integrate new theory.

Sabbatical for travel, writing, visitation, consultation.

Teaching, adult learner. Thirteen wished to focus on improving teaching methods or knowledge of the adult learner.

Seminars on learning styles, approaches to the adult learner.

Improvement of teaching skills.

My current work in adult learning styles will keep me busy for most of the year.

In summary, respondents' plans for future faculty development included keeping current in their discipline or technical field and/or improving their teaching, whether by attending conferences and workshops, taking leaves or exchanges, pursuing formal education, or engaging in private study or research.

Summary

In this chapter the methods of data analysis and findings were reported for each of the nine research questions. In addition, a summary of the responses to open-ended questions regarding faculty members' most significant faculty development activity, teaching problems, and plans for future development were discussed.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter begins with a summary of the study and its findings, followed by a presentation of conclusions and implications.

Summary of the Study

The Problem

This study was conducted to determine the need for faculty development as perceived by faculty members at an urban Alberta community college. Respondents were surveyed to determine their perceptions of faculty development needs, preferred methods for meeting these needs, and preferred organizational arrangements for implementing faculty development activities.

Methodology

A questionnaire was sent to 231 full- and part-time college faculty members who had been selected to participate in the study. One hundred and thirty-seven responded (66 percent full- and 53 percent part-time, respectively).

The questionnaire gathered information regarding perceived faculty development needs, preferred methods of meeting these needs, and preferred organizational arrangements for implementation of college faculty development activities. The

data were computer analyzed and statistical tests were used to examine differences among respondent groups.

Open-ended questions were also asked regarding respondents' most significant faculty development activity, teaching problems needing further skill development, and plans for future faculty development.

The Findings

The findings of this study are reported by perceptions of faculty development needs, preferred methods to meet these needs, and preferred organizational arrangements for implementation of faculty development activities.

Faculty Development Needs

In Table 5.1, the findings are summarized for the faculty development needs by total sample, differences by division, and differences by subgroup characteristics. The needs listed by total sample were those which were rated as being most important to the respondents. For differences by division and subgroup characteristics, only statistically significant differences are reported.

There was a perceived need for faculty development by faculty members in the college studied. For the 50 faculty development objectives presented, the mean score was 3.0, indicating a moderate perceived need overall. Forty-seven of the

Table 5.1
Highest Ranked Faculty Development Needs by Total Sample and Significant Differences by Division and Subgroup Characteristics

Needs by total sample

a. Improved skills in using computers.
b. Improved skills in teaching reasoning & creative thinking.
c. Increased understanding of methods of diagnosing learner's educational needs.
d. Improved skills in making learning relevant for students.
e. Increased understanding of learning styles.
f. Increased knowledge of current trends & research in area of specialization.
g. Increased understanding of discussion techniques in teaching.
i. Improved skills in constructing instruments for evaluating students' performance.
j. Improved skills in the use of questioning techniques.
k. Increased understanding of theories of teaching & learning in adult education.
1. Increasing understanding of ways of reinforcing learning.

Differences in needs by division

a. Business division faculty had a significantly greater need for instructional, professional, and personal development than health sciences faculty.
b. Community education & services and performing & visual arts faculty perceived a significantly greater need for professional development than did health sciences faculty.

Differences in needs by subgroup characteristics

a. Age categories: Those aged 39 and younger had a significantly greater need for OD, ID, & PD than those 40 to 49 years.
b. Highest formal degree: Those with least formal education perceived a significantly greater need for OD, ID, & than those with PhD and Master's degrees and a significantly greater need for personal development than those with Bachelor's degrees.
c. Teaching experience and education: Those with teaching experience but no teacher education showed a significantly greater need for ID than those with both teaching experience and teacher education.
d. Years teaching at the college: Those with 10 years and less had a significantly greater need for ID than those with 11 years and more.
e. Total years postsecondary teaching: Same as for d. Also, those with 4 years and less had a significantly greater need for OD than those with 11 years and more.

objectives fell into the moderate category--instructional and professional development needs fell into the top half of this category, and personal and organizational needs into the lower

half. The majority of the perceived developmental needs were moderate in degree of importance to faculty members and would appear to have been of relative similar importance to them. Therefore, all of the faculty development components, instructional, professional, personal, and organizational could be considered as valid areas for faculty development at this college.

In regard to differences in perceived need for faculty development by faculty members in the five divisions, business division faculty demonstrated a significantly higher perceived need than did health science faculty for instructional, professional, and personal development. Community education and services and performing and visual arts faculty members also perceived a significantly greater need for professional development than did health sciences faculty. Health sciences faculty members perhaps were more satisfied that their needs were being met than were those in the other three divisions.

When differences in perceived need for faculty development were examined by personal characteristics of faculty members, significant differences were present in the following areas: age, level of formal education, level teaching experience and teacher education prior to joining the college, years of teaching at the college, and total postsecondary teaching experience.

Age. Those in the 30 to 39 year age category showed a significantly higher need for organizational, instructional, and professional development than did faculty members aged 40 to 49.

This may indicate that the older group felt that their needs had been met to a greater degree through experience.

Level of formal education. Faculty members with the least formal education showed a significantly greater need for organizational, instructional, and professional development than did those with PhD or Master's degrees, and also a significantly greater need for personal development than did all other faculty members.

Teaching experience and teacher education. Faculty members who joined the college with teaching experience but no teacher education perceived a significantly greater need for instructional development than did those with both teaching experience and teacher education.

Years at the college. Faculty members with ten years and less of teaching experience at this college showed a significantly greater need for instructional development than did those with 11 years or more teaching experience. More experienced faculty are possibly more satisfied with their teaching skills.

Postsecondary teaching. For total postsecondary teaching experience, results were similar to those for years of teaching at the college. Also, those with four or less years of postsecondary teaching experience had a significantly greater need for organizational development than did those with 11 or more years of postsecondary experience. This could be explained by the fact that this group was relatively new to the college.

In summary for subgroup characteristics, those faculty members who were youngest, had the least formal education, no teacher education, and a lower level of teaching experience perceived a greater need for instructional development than did those with higher education and more teaching experience.

Faculty Development Methods

In Table 5.2, the findings regarding preferred suitable methods are summarized by total sample, and by differences by division and subgroup characteristics. Six choices of faculty development methods were presented to respondents. For the total sample, the most preferred method was guided practice followed by demonstration and lecture. As a total picture, however, faculty members preferred the interactive learning methods (guided practice, demonstration, consultation, and group process) to a much greater extent (70 %) than the non-interactive methods of lecture and private study (25 %)

Differences were noted in the preferred methods when faculty development needs were broken down into the four components of organizational, instructional, professional, and personal development. For organizational development needs, the most preferred method was lecture followed by consultation. For instructional development, demonstration and guided practice were the preferred methods. For professional development, guided practice and lecture were top choices. For personal development, the first choice was guided practice, followed by group process.

In regard to differences in methods selected by faculty members in the five college divisions, academic and student

Table 5.2
Preferred Methods by Total Sample and Differences by Division and Subgroup Characteristics

Methods by total sample
- a. Guided practice.
- b. Demonstration.

Differences in methods by division
- a. Academic and student services faculty preferred lecture and guided practice.
- b. Business division faculty preferred lecture and demonstration.
- c. Community education & services and health sciences faculty preferred guided practice.
- d. Performing & visual arts faculty preferred group process.

Differences in methods by subgroup characteristics
- a. Age categories: 39 and younger preferred group process; 40 to 49 preferred guided practice; 50 and older preferred demonstration.
- b. Highest formal education: PhD and Master's preferred guided practice; Bachelor's preferred lecture; no university degrees preferred demonstration.
- c. Year degree obtained: 1980 or later preferred lecture; 1979 or earlier preferred guided practice.
- d. Teaching experience & teacher education prior to joining the college: Only those with neither preferred lecture; all others preferred guided practice.
- e. Participation in FD activities: High participation preferred guided practice and demonstration, closely followed by lecture, consultation and group process. Moderate participation preferred guided practice.
- f. Years at the college: 4 & under and 11 & more preferred guided practice; 5 to 10 years preferred lecture.
- g. Total postsecondary teaching: Same as for years at the college.

services faculty members preferred lecture followed by guided practice. Business division faculty members preferred lecture, followed closely by demonstration. Both community services and education and health sciences faculty preferred guided practice, while performing and visual arts faculty members were the only group to prefer group process.

Differences regarding perceived suitable methods were also examined by various faculty subgroup characteristics which are itemized below.

Age. Those aged 39 and younger preferred group process, those aged 40 to 49 preferred guided practice, and those 50 years and older preferred demonstration.

Level of formal education. Those with PhD and Master's degrees favored guided practice, those with Bachelor's degrees preferred lecture, and those without university degrees preferred demonstration.

Year degree obtained. Those who graduated since 1980 preferred lecture as their method of choice, while those graduating prior to 1980 preferred guided practice.

Teaching experience and teacher education. Faculty who came to the college with teaching experience and/or education preferred guided practice, while those with neither teaching experience nor education preferred lecture.

Participation in faculty development. Those with the higher level of participation in faculty development activities preferred guided practice and demonstration, closely followed by lecture, consultation, and group process. It is interesting to note that these high participators made a balanced selection of five of the six methods offered. Possibly their higher level of participation resulted from their openness to a variety in presentation methods. Those with the lower level of participation selected guided practice and demonstration.

Years at the college and total postsecondary teaching. Those with five to ten years teaching experience, both at the college and/or in total, preferred lecture and were quite balanced in their choice of other methods, while those with less than five and more than ten years more strongly preferred guided practice.

Faculty Development Organizational Arrangements

In Table 5.3, the most preferred organizational arrangements are presented by total sample. Significant differences regarding preferred arrangements are presented by division and subgroup characteristics.

Respondents were asked to provide their perceptions of the actual college practices and their preferences in regard to various college organized or supported faculty development activities and their responses are reported in the following paragraphs.

Provisions for encouraging participation in faculty development activities. By total sample, the provision of sabbatical leaves and funds to attend professional conferences were rated as most important, followed closely by the provision of a reduced teaching load for those involved in preparing for a new course or conducting a major course revision. In this college, faculty members can apply their individual faculty development funds toward conferences, but they would need to save their funds for up to three years to do this unless other sources

of funding were available. Also, sabbatical leaves are available to full-time faculty members but in limited numbers, and the competition for sabbatical leaves is intense. For reduced

Table 5.3
Preferences for Organizational Arrangements, Ranked by Total Sample and Significant Differences by Division and Subgroup Characteristics.

Organizational arrangements by total sample

Provisions for encouraging participation
- a. Sabbatical leaves.
- b. Funds to attend professional conferences.
- c. Reduced teaching load for new course or major course revision.

Preference for leadership role
- a. Faculty development coordinator.
- b. Program or section head.
- c. College-wide faculty development committee.
- d. Instructional development coordinator.

Preferred sources of expertise
- a. Specialists from business & industry.
- b. Specialists from other colleges.

Sources of influence for faculty development needs
- a. Yourself.

Preferred time of year
- a. Winter term.

Arrangements for implementing activities
- a. Workshops.
- b. Field experience.

Significant differences in organizational arrangements by division

Provisions for encouraging participation
- a. Community services & education and performing and visual arts faculty: significantly greater preference for intercollege exchange than health sciences faculty.
- b. Academic and student services faculty: significantly greater preference for unpaid leaves than performing and visual arts faculty.
- c. Health sciences faculty: significantly greater preference for reduced load for new course or major revision than business division faculty.

Table 5.3 (Continued)

Preferred time of year

a. Academic & student services and performing & visual arts faculty: significantly greater preference for May-June activities than health sciences faculty.

b. Community services & education faculty: significantly greater preference for May-June activities than business division faculty.

Significant differences in organizational arrangements by subgroup characteristics

Provisions for encouraging participation

a. Sabbatical leaves: High participators in faculty development perceived a significantly greater preference for sabbatical leaves than low participators.

b. Unpaid leaves: Low participators perceived a significantly greater preference for unpaid leaves than high participators.

Preference for leadership role

a. Faculty development coordinator: Lower FD participators perceived a significantly greater need than high participators.

Preferred sources of expertise

a. Specialists from business & industry: Low FD participators expressed a significantly greater preference than high participators

Preferred sources of awareness of FD needs

a. Yourself: Low FD participators had a significantly higher perceived preference than high participators.

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teaching load, no formal college policy is in effect, except that if the teacher is preparing learning materials, there is a possibility of receiving some paid release time; as with sabbaticals, availability is limited and competition for funds strong.

When provisions to encourage faculty development participation were examined by division, few differences were found to be significant. Faculty members in both the community services and education and the performing and visual arts divisions showed a significantly greater preference for

intercollege exchange programs than did those in health sciences. Academic and student services faculty members showed a significant preference for unpaid leaves over performing and visual arts faculty. Health sciences faculty members showed a significantly greater preference for reduced load for a new course or major revision than did business faculty members.

Few significant differences were found regarding preferred provisions by subgroup characteristics. Those with a high level of faculty development participation preferred sabbaticals to a significantly greater degree than did lower participators, while the reverse was true for unpaid leaves for these two groups.

Preference for leadership role. By total sample, the faculty development coordinator received the highest actual and preferred rating, indicating satisfaction with this role and the way it was carried out. The college-wide faculty development committee also received a high rating and level of satisfaction. The instructional development coordinator and the program and section heads also received high preferred scores, while actual scores were somewhat lower, possibly indicating that faculty members would like these individuals to take a more active leadership role.

There were no significant differences in preferences for faculty development leadership roles among divisions.

Those faculty members with the lower level of faculty development participation preferred the faculty development

coordinator in a leadership role to a greater degree than did high participators.

Sources of expertise. By total sample, specialists from business and industry ranked first, while specialists from other colleges and college faculty ranked second as preferred sources of expertise, indicating that college faculty would like these three groups to play an increased role in college faculty development activities in the college.

No significant differences were found among divisions. Those whose level of participation in faculty development was low showed a significant preference for specialists from business and industry as sources of expertise as compared to faculty members with a high participation level.

Sources of influence in determining faculty development needs. Faculty rated themselves as the highest actual and preferred source of influence, indicating that a high degree of self determination of faculty development needs occurs and is preferred. Students rated second as a source of influence, both actual and preferred. Faculty with lower faculty development participation saw themselves as sources of awareness of their faculty development needs to a greater degree than did higher participators.

Time of year. The preferred time of year for faculty development activities was the winter term, with relative satisfaction as to time of year in which faculty development activities were being provided by the college at the time of the

study. By division, health sciences faculty showed a significantly lower preference for May-June activities than did those in academic and student services and performing and visual arts. Business division faculty also had a lower preference for May-June activities than did the community education and services division faculty. This finding could be the result of the fact that nursing and business faculty in this college were more likely to teach during this term than were those faculty members in the other divisions.

Arrangements for implementation. Workshops were the most preferred arrangement with the actual mean also being high, indicating satisfaction with present arrangements. Field experience ranked first in difference between actual and preferred means, and was rated second as a preferred arrangement. Faculty members indicated a strong preference for the provision of field experience (temporary placement in a related agency) as a means of implementing faculty development.

Conclusions

The conclusions presented in this section relate to the research questions posed by the study and include interpretations based on analysis of the data. The conclusions are categorized into three major areas: faculty development needs, preferred methods for faculty development, and preferred organizational arrangements for implementation of faculty development. The

conclusions are further subdivided by the research questions which guided the study.

Faculty Development Needs

Research question 1. What do faculty members perceive as their needs in relation to the four components of faculty development?

The greatest need for faculty development exists in the components of professional and instructional development. This assertion was supported by Weleschuk (1977, p. 102). From this study's findings, it can be deduced that faculty members felt the need to keep current in their own discipline as a means to promote teaching excellence. This conclusion was supported by Blackburn et al. (1980) who proposed that the major concern that faculty members have about teaching relates to the need to keep up in their own discipline, and that this is seen as the single most important factor in superior teaching.

Research question 2. What are the differences in perceived needs among faculty members in the five divisions, relative to specified faculty development objectives?

Health sciences faculty members perceived a significantly lower need for faculty development than did faculty members in the other divisions. Because, in this college at the time of the study, the health sciences division had a very active divisional FD program as well as a professional development support structure, it can be concluded that these faculty members

perceived their needs as being met to a greater degree than did faculty members in other divisions.

Research question 3. What are the differences in perceived needs among faculty members when grouped according to various sub-group characteristics, relative to specified faculty development objectives?

Those faculty members in the youngest age group, with the least formal education, without teacher education, and with lesser teaching experience perceived a significantly higher need for faculty development than did faculty members with higher qualifications or more experience. Ramaiah (1984, p. 126) reached a similar conclusion.

Faculty Development Methods

Research question 4. What do faculty members perceive as preferred methods for meeting their faculty development needs in relation to the four components of faculty development?

From the findings in this study, it can be concluded that there is a strong preference by faculty members for faculty development activities which allow them to interact with and learn from their colleagues. This observation was supported by Lindquist (1980, p. 7) who noted that professional development facilitators found programs with high faculty involvement or interaction among colleagues to be most effective.

This opinion differs from that of Ramaiah (1984, p. 127) who reported that private reading and study were the preferred methods by respondents in his study.

Research question 5. What are the differences among faculty members in the five divisions regarding perceived suitable methods?

When preferred methods were examined for differences by division, performing and visual arts and community education and services faculty members preferred the interactive methods of faculty development to a greater degree than did faculty members in the other college divisions.

It could be concluded that when planning divisional FD activities in this college, the various preferences of methodology by division could be considered.

Research question 6. What are the differences among faculty members when grouped according to various subgroup characteristics, regarding perceived suitable methods?

Ramaiah (1984, p. 127) reported a "high degree of agreement among respondents when grouped according to subgroup characteristics" regarding preferred faculty development methods. In contrast, respondents in this study were greatly diverse in their choice of most preferred method, to the extent that no pattern could be discerned.

Faculty Development Organizational Arrangements

Research question 7. What do college faculty members perceive as preferred organizational arrangements for meeting their needs?

The most preferred provisions to encourage faculty development participation were paid sabbatical leaves, funds to attend professional conferences, and reduced course load for a

new course or major course revision. Although provision of sabbatical leaves are a major faculty development component at this college, the other two major preferences were not well supported and should be considered in future program planning.

For leadership role, the faculty development coordinator was rated as highest preferred with satisfaction as to how the role was being carried out. Weleschuck (1978, p. 108) found the "staff development officer" to be ranked much lower in his study. The college-wide faculty development committee (composed of both faculty and administrative representatives) was also highly ranked with satisfaction as to how its role was being carried out. Both Weleschuk (1978, p. 108) and Ramaiah (1984, p. 129) concurred with the importance of such a committee in the organization of an FD program.

Faculty members rated themselves as a very highly preferred source of awareness of their own faculty development needs; students were also seen as a high source. Lacey (1983, p. 99) stated: "Faculty determine how good their teaching is largely by self-assessment and student performance and much less by how their colleagues or administrators view their teaching."

The most highly preferred arrangement for implementing faculty development activities was the workshop, with a high level of satisfaction as to this actual arrangement at the college. This finding contradicted Menges (1980) who found that workshops and conferences are the most common activity, the least carefully evaluated, and less positively evaluated by faculty

than any of the other major kinds of faculty development activities.

It can be concluded that in this college at the time of the study, faculty members preferred to have a strong role in determining their faculty development needs and goals while at the same time desiring formal organizational support, both financial and administrative, to assist them in meeting their goals.

Research question 8. What are the differences among faculty members in the five divisions regarding perceived organizational arrangements?

Health science faculty members felt a greater need for course release for a new course or major course revision than did other faculty members. This finding could be explained by the fact that health science instructors were beginning a complete curriculum review and revision. It can be concluded that health science faculty members required institutional support, at the time of the study, to a greater degree than did other faculty members.

Research question 9. What are the differences among faculty when grouped according to various subgroup characteristics, regarding preferred organizational arrangements?

For this question, statistically significant differences among subgroup characteristics were found only for the level of faculty development participation.

Those whose faculty development participation was higher had a greater preference for provision of sabbatical leaves than did those with lower faculty development participation, while the reverse was true for preference for unpaid leaves.

Those with lower participation had a greater preference for the faculty development coordinator in a leadership role, specialists from business and industry as sources of faculty development expertise, and themselves as a source of awareness of their faculty development needs than did those whose faculty development participation was higher.

It might be concluded that increased involvement of this group with the faculty development coordinator in planning FD activities and increased utilization of outside experts in faculty development events could increase the participation level of these faculty members in faculty development activities.

Summary

When asked to describe their most significant faculty development activity, the majority of respondents sought and were most satisfied with faculty development activities which satisfied their need for new learning related to their teaching or discipline and which allowed them to interact with and learn from their colleagues.

Major problems described by respondents related to improvement of teaching skills, dealing with student problems, and lack of time to keep up with changes in their teaching field.

Many mentioned the difficulty in staying current with rapid changes in technology, especially in the area of computers. From the responses, it can be concluded that faculty members in this college needed support, both in time and dollars, to continue to develop their skills and knowledge.

Respondents, when asked to describe their plans and priorities for their future development, cited keeping current in a discipline or technical field and/or improving teaching, whether by attending conferences and workshops, taking leaves or exchanges, pursuing formal education, or engaging in private study or research. Faculty members indicated a great deal of awareness of their faculty development needs and a willingness to spend time, money and effort to meet these needs. However, institutional support was necessary to facilitate the activities planned by faculty members.

Implications for Program Development

This study may have implications for faculty development program planning at the college studied. The following recommendations, based on the findings, could prove useful when considering changes in the college faculty development program.

Faculty Development Needs

For college wide faculty development activities, a large variety of offerings should take place in all four components of faculty development: instructional, professional, personal, and

organizational. A continuation of the broad-based annual program of faculty development days seems appropriate; however, an ongoing needs assessment by the faculty development committees could target current developmental needs of faculty members and make the activities up-to-date. There was a strongly-stated need for college support in keeping up with computers and technological change; increased computer and software purchase and continuous computer training should be college developmental priorities for faculty members.

An ongoing teaching program is required for faculty members, in particular for those with no formal teacher education and with the least teaching experience prior to joining the college, but also for other faculty members. A year-round series of teaching workshops could be held as a follow-up to college orientation, and these activities should be open to all college faculty members.

Faculty Development Methods

Faculty members in this college overall prefer activities where the method of delivery involves interacting with and learning from peers. Therefore, methods such as workshops, seminars, group discussion, and consultation should be used in preference to lectures. Further, a system could be implemented whereby college faculty members would be utilized as teaching consultants and mentors for their colleagues.

Faculty Development Organizational Arrangements

Sabbatical leave support should be continued by the college. However, funding support was lacking at the time of the study in two important areas: funds to attend professional conferences, and paid release time for faculty members involved in designing a new course or engaged in major course revisions. The college should consider increased financial support for these two important developmental activities.

Program chairs, deans, and divisional faculty development committees should take a more active leadership role in faculty development. Because an organizational framework is already in place in this college for the involvement of these groups, more attention to their assigned roles would be required.

An increased role by specialists from business and industry and by faculty from other colleges as sources of faculty development expertise seems desirable.

Increased participation by faculty members in field experiences (temporary placement in a related agency) is an arrangement which allows faculty members to remain current in their areas of specialty. Although the opportunity for this type of faculty development experience to take place during intersession currently exists in the college, faculty members should be actively encouraged to consider this option.

Recommendations for Future Research

Because this study was exploratory in nature, further research in other areas could add to our understanding of factors related to effective faculty development programs for colleges. The following recommendations for future faculty development studies could be considered:

1. The role and effectiveness of peer tutoring and mentoring in faculty development could be examined.
2. The validity of faculty members' perceived faculty development needs require further study; how do these perceptions agree or disagree with perceptions of faculty members' performance by students, colleagues, and administration?
3. An examination of the importance of the role of organizational arrangements and administrative leadership as they affect faculty development programs could be undertaken.
4. The relationships between teaching improvement programs and actual teaching improvement could be examined.
5. The study of factors which influence participation and/or non-participation of faculty members in faculty development activities could provide valuable insights.
6. An examination of relationships between the life stages, goals, and non-college life of faculty members and their performance as college faculty members might be useful.

7. In regard to methodology, in-depth interviews with faculty members could provide valuable information regarding faculty development which may have been lost in this exploratory study.

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FACULTY DEVELOPMENT
NEEDS ASSESSMENT QUESTIONNAIRE

SECTION I
COLLEGE FACULTY DEVELOPMENT NEEDS

Listed below are 50 objectives related to college faculty development and to the needs and/or interests of faculty. For each item, you are asked to respond by circling a number on the scale. The numbers on the scale correspond to the following ratings:

1=none or very small extent, 2=small extent, 3=moderate extent, 4=large extent, 5=very large extent

Precede each item with the phrase, **"To what extent do I feel the need for:"**

			Do not write in this space
			- - - -
1.	Increased understanding of the philosophy of college education.	1 2 3 4 5	5
2.	Increased understanding of the goals of the college.	1 2 3 4 5	6
3.	Increased understanding of the political and socio-economic factors influencing the college.	1 2 3 4 5	7
4.	Increased understanding of the characteristics of the college's student body.	1 2 3 4 5	8
5.	Increased understanding of methods of diagnosing learners' educational needs.	1 2 3 4 5	9
6.	Increased understanding of cultural differences.	1 2 3 4 5	10
7.	Increased understanding of the psychology of the adult learner.	1 2 3 4 5	11
8.	Increased understanding of the motivation of the adult learner.	1 2 3 4 5	12
9.	Increased understanding of theories of teaching and learning in adult education.	1 2 3 4 5	13
10.	Increased understanding of discussion techniques in teaching.	1 2 3 4 5	14
11.	Improved skills in using the lecture method.	1 2 3 4 5	15
12.	Improved skills in the use of questioning techniques.	1 2 3 4 5	16
13.	Increased understanding of learning styles.	1 2 3 4 5	17
14.	Increased understanding of the career opportunities available to college graduates.	1 2 3 4 5	18

SECTION I

1=none or very small extent, 2=small extent, 3=moderate extent, 4=large extent, 5=very large extent

Do not write in this space

15.	Improved skills in instructing poorly prepared students.	1 2 3 4 5	19
16.	Increased understanding of my teaching specialization.	1 2 3 4 5	20
17.	Increased practical expertise in my area of specialization.	1 2 3 4 5	21
18.	Increased understanding of human relations.	1 2 3 4 5	22
19.	Improved skills in teaching reasoning and creative thinking.	1 2 3 4 5	23
20.	Increased understanding of stages of adult development.	1 2 3 4 5	24
21.	Increased knowledge of current trends in my area of specialization.	1 2 3 4 5	25
22.	Increased opportunity to conduct research in my field.	1 2 3 4 5	26
23.	Increased understanding of the role of faculty in the college.	1 2 3 4 5	27
24.	Increased understanding of the role of administration in the college.	1 2 3 4 5	28
25.	Increased understanding of fields related to my teaching specialization.	1 2 3 4 5	29
26.	Increased knowledge of my professional association(s).	1 2 3 4 5	30
27.	Increased understanding of ways of reinforcing learning.	1 2 3 4 5	31
28.	Improved skills in making learning relevant for students.	1 2 3 4 5	32
29.	Improved skills in individualizing instruction.	1 2 3 4 5	33
30.	Increased sensitivity for others emotional and social needs.	1 2 3 4 5	34
31.	Increased understanding of methods of using self-evaluation of teaching performance.	1 2 3 4 5	35
32.	Improved skills in constructing instruments for evaluating students' performance.	1 2 3 4 5	36
33.	Increased understanding of human behavior.	1 2 3 4 5	37
34.	Increased understanding of group dynamics.	1 2 3 4 5	38
35.	Increased understanding of processes of creativity.	1 2 3 4 5	39
36.	Improved skills in using field trips and field experiences.	1 2 3 4 5	40

SECTION I

1=none or very small extent, 2=small extent, 3=moderate extent, 4=large extent, 5=very large extent

Do not write in this space

37.	Improved skills in using games, simulations, and case studies in teaching and learning.	1 2 3 4 5	41
38.	Improved skills in using audio-visual equipment and materials in teaching and learning.	1 2 3 4 5	42
39.	Increased understanding of the role of guidance and counselling services in the college.	1 2 3 4 5	43
40.	Increased understanding of the operations and functions of the Learning Resources and Media Resources Centers.	1 2 3 4 5	44
41.	Improved skills in using computers.	1 2 3 4 5	45
42.	Improved skills in preparing materials for programmed, multi-media approaches to teaching.	1 2 3 4 5	46
43.	Improved communication skills.	1 2 3 4 5	47
44.	Improved skills in developing interpersonal relationships among students and staff.	1 2 3 4 5	48
45.	Improved skills in preparing independent study materials.	1 2 3 4 5	49
46.	Improved skills in curriculum planning and development.	1 2 3 4 5	50
47.	Increased skills in reasoning and critical thinking.	1 2 3 4 5	51
48.	Increased ability to empathize with others.	1 2 3 4 5	52
49.	Increased ability to identify personal growth needs.	1 2 3 4 5	53
50.	Increased ability to develop strategies which enable learners to participate in designing their learning experiences.	1 2 3 4 5	54

SECTION II
METHODS OF MEETINGS PERCEIVED NEEDS
FOR FACULTY DEVELOPMENT

Purpose

In Section I your responded to a list of selected needs for faculty development. The purpose of Section II is to match a group of selected needs with your preferred method of meeting those needs.

In order to answer this section, proceed as follows:

1. Examine the responses you rated highly in Section I.
2. Select five needs which you consider most important to you, and write the item numbers in the spaces provided.
3. Beside each item you choose, write the letter of the method described below that you consider the most suitable to meet that need. If your choice of method is not listed, please choose 'g' and write in your preferred method.

Description of Methods of Meeting Faculty Development Needs

a. Lecture. A one-way oral communication of content.
b. Demonstration. Communication via words and visual materials, equipment, and real objects.
c. Group processes. Task oriented; content is generated by group.
d. Private reading/study. Acquisition of knowledge through reading professional journals, books.
e. Consultation. A two-way verbal communication between a person who needs information and one who provides the information.
f. Guided practice. Developmental, first-hand experiences gained through working with another individual.
g. Other.

MOST IMPORTANT NEEDS	**MOST SUITABLE METHODS**		**Do not write in this space**
Item No.	First Choice	Preferred Method	
_____	_____	_____	55-58
_____	_____	_____	59-62
_____	_____	_____	63-66
_____	_____	_____	67-70
_____	_____	_____	71-74

SECTION III
STRATEGIES AND ORGANIZATIONAL ARRANGEMENTS
FOR IMPLEMENTING FACULTY DEVELOPMENT

Purpose

In this section you are asked to indicate your perceptions of actual and preferred practices relating to the manner in which college organized or college supported faculty development programs are implemented.

Instructions
Circle the numbers which best represent your perceptions:
1=none or very small extent, 2=small extent, 3=moderate extent, 4=large extent, 5=very large extent

Do not write in this space

1. What is you perception of the extent to which the college makes the following provisions in order to encourage your participation in faculty development activities? To what extent do you prefer that the college should make each provision available? _ _ _ _

a.	Special recognition of faculty for excellence in teaching.	actual	1 2 3 4 5	5
		preferred	1 2 3 4 5	6
b.	Circulation of newsletter pertinent to faculty development	actual	1 2 3 4 5	7
		preferred	1 2 3 4 5	8
c.	Periods of time set aside in the year for faculty development	actual	1 2 3 4 5	9
		preferred	1 2 3 4 5	10
d.	College-industry personnel exchange programs	actual	1 2 3 4 5	11
		preferred	1 2 3 4 5	12
e.	Inter-college personnel exchange programs	actual	1 2 3 4 5	13
		preferred	1 2 3 4 5	14
f.	Sabbatical leaves with salary.	actual	1 2 3 4 5	15
		preferred	1 2 3 4 5	16
g.	Unpaid leaves for educational or developmental purposes.	actual	1 2 3 4 5	17
		preferred	1 2 3 4 5	18
h.	Reduced teaching load for first year teachers.	actual	1 2 3 4 5	19
		preferred	1 2 3 4 5	20

SECTION III 6

1=none or very small extent, 2=small extent, 3=moderate extent, 4=large extent, 5=very large extent			**Do not write in this space**
i. Reduced loads to work on a new course, major course revision.	actual	1 2 3 4 5	21
	preferred	1 2 3 4 5	22
j. Periodic reviews of performance of faculty.	actual	1 2 3 4 5	23
	preferred	1 2 3 4 5	24
k. Reimbursement of fees for course work.	actual	1 2 3 4 5	25
	preferred	1 2 3 4 5	26
l. Funds available to attend professional conferences.	actual	1 2 3 4 5	27
	preferred	1 2 3 4 5	28
m. Visiting scholar programs that bring people to the campus.	actual	1 2 3 4 5	29
	preferred	1 2 3 4 5	30
n. College committees on faculty development.	actual	1 2 3 4 5	31
	preferred	1 2 3 4 5	32
o. Other. (Please specify) _____	actual	1 2 3 4 5	33
	preferred	1 2 3 4 5	32

2. What is your perception of the extent to which each of the following assume a leadership role in faculty development? What is your preference for their involvement?

a. Board of Governors	actual	1 2 3 4 5	35
	preferred	1 2 3 4 5	36
b. President	actual	1 2 3 4 5	37
	preferred	1 2 3 4 5	38
c. Academic Vice President	actual	1 2 3 4 5	39
	preferred	1 2 3 4 5	40
d. Deans	actual	1 2 3 4 5	41
	preferred	1 2 3 4 5	42
e. Program or Section Head	actual	1 2 3 4 5	43
	preferred	1 2 3 4 5	44
f. Faculty Development Coordinator	actual	1 2 3 4 5	45
	preferred	1 2 3 4 5	46
g. Instructional Development Coordinator	actual	1 2 3 4 5	37
	preferred	1 2 3 4 5	48

SECTION III 7

1=none or very small extent, 2=small extent, 3=moderate extent, 4=large extent, 5=very large extent **Do not write in this space**

h. College wide Faculty Development Committee	actual	1 2 3 4 5	49
	preferred	1 2 3 4 5	50
i. Divisional Faculty Development Committees	actual	1 2 3 4 5	51
	preferred	1 2 3 4 5	52
j. Faculty Association	actual	1 2 3 4 5	53
	preferred	1 2 3 4 5	54
k. Individual faculty	actual	1 2 3 4 5	55
	preferred	1 2 3 4 5	56

3. To what extent is use made of the following sources of expertise for faculty development activities? What is your preference for sources of expertise?

a. Faculty from your college	actual	1 2 3 4 5	57
	preferred	1 2 3 4 5	58
b. College administration	actual	1 2 3 4 5	59
	preferred	1 2 3 4 5	60
c. Development specialists	actual	1 2 3 4 5	61
	preferred	1 2 3 4 5	62
d. Specialists from universities	actual	1 2 3 4 5	63
	preferred	1 2 3 4 5	64
e. Specialists from other colleges	actual	1 2 3 4 5	65
	preferred	1 2 3 4 5	66
f. Specialists/consultants from business and industry	actual	1 2 3 4 5	67
	preferred	1 2 3 4 5	68

4. To what extent do each of the following influence your awareness of your personal faculty development needs? What is your preference for this source of influence? - - - -

a. Students	actual	1 2 3 4 5	5
	preferred	1 2 3 4 5	6
b. Colleagues	actual	1 2 3 4 5	7
	preferred	1 2 3 4 5	8
c. Administrators (Deans or Program Heads)	actual	1 2 3 4 5	9
	preferred	1 2 3 4 5	10

SECTION III

1=none or very small extent, 2=small extent, 3=moderate extent, 4=large extent, 5=very large extent

Do not write in this space

d. Yourself	actual	1 2 3 4 5	11
	preferred	1 2 3 4 5	12
e. Other (Please specify)	actual	1 2 3 4 5	13
	preferred	1 2 3 4 5	

5. To what extent are faculty development activities held at each of the following times? What is your preference for time?

a. During fall term	actual	1 2 3 4 5	15
	preferred	1 2 3 4 5	16
b. During winter term	actual	1 2 3 4 5	17
	preferred	1 2 3 4 5	18
c. During May-June	actual	1 2 3 4 5	19
	preferred	1 2 3 4 5	20
d. During July-August	actual	1 2 3 4 5	21
	preferred	1 2 3 4 5	22

6. To what extent is each of the following organizational arrangements used for implementing faculty development activities? What is your preference for arrangements?

a. Workshops (small gathering, structured activities)	actual	1 2 3 4 5	23
	preferred	1 2 3 4 5	24
b. Field experience (temporary placement in a related agency)	actual	1 2 3 4 5	25
	preferred	1 2 3 4 5	26
c. Conference (large gathering, structured activities)	actual	1 2 3 4 5	27
	preferred	1 2 3 4 5	28
d. Internship (first-hand experience under guidance)	actual	1 2 3 4 5	29
	preferred	1 2 3 4 5	30
e. Interview (close inter-personal interaction designed to improve understanding)	actual	1 2 3 4 5	31
	preferred	1 2 3 4 5	32
f. Other (Please specify) _____	actual	1 2 3 4 5	33
	preferred	1 2 3 4 5	34

SECTION IV

1. Describe the most significant faculty development activity (institutional, instructional, personal, or professional) in which you have participated within the last two years, whether college sponsored or not; state in what ways it was helpful to you.

2. Describe any recurring problems, related to your teaching, for which you see the need for more information or further skill development.

3. Indicate your own plans and priorities for further faculty development.

SECTION V: DEMOGRAPHIC INFORMATION

The purpose of this section is to collect relevant information on faculty members as it relates to faculty development.

Do not write in this space

1. Division (Check more than one if applicable)
   a. Academic Services _____ 35
   b. Business _____ 36
   c. Community Education _____ 37
   d. Community Services _____ 38
   e. Health Sciences _____ 39
   f. Student Services _____ 40
   g. Visual and Performing Arts _____ 41

2. Are you employed as a:
   a. Full-time continuing faculty member _____ 42
   b. Full-time probationary faculty member _____
   c. Part-time (Term A) faculty member _____
   d. Part-time (Term B or C) faculty member _____

3. Are your principal duties teaching?
   a. Yes _____ 43
   b. No _____
   If no, please specify _____

4. Your age.
   a. 29 years and under _____ 44
   b. 30 to 39 years _____
   c. 40 to 49 years _____
   d. 50 to 59 years _____
   e. 60 years and over _____

5. Your gender.
   a. Female _____ 45
   b. Male _____

SECTION V

11

6. In the space provided, indicate the year in which you completed your highest level of formal education.

	Year	Do not write in this space
a. PhD	_____	46-48
b. Master's	_____	49-51
c. Bachelor's	_____	52-54
d. Diploma	_____	55-57
e. Certificate	_____	58-60
f. Other	_____	61-63

7. Are you currently engaged in increasing your level of formal education?

a. Yes _____ 64
b. No _____

If yes, please specify _____

8. Prior to coming to this college, what was your teaching background?

a. Teaching experience and teacher training _____ 65
b. Teaching experience but no teacher training. _____
c. Neither teaching experience nor teacher training _____

9. During the past two academic years, to what extent have you participated in faculty development activities?

a. Never _____ 66
b. 1 to 4 times _____
c. 5 to 9 times _____
d. 10 times or more _____

10. For how many years have you been teaching at this college?

a. 1 year or less _____ 67
b. 2 to 4 years _____
c. 5 to 7 years _____
d. 8 to 10 years _____
e. 11 years or more _____

11. For how many years have you taught at postsecondary institutions?

a. 1 year or less _____ 68
b. 2 to 4 years _____
c. 5 to 7 years _____
d. 8 to 10 years _____
e. 11 years or more _____

THANK YOU Please return in a sealed intercampus envelope to the Faculty Development Office by November 7.

Appendix B
Pilot Request Memo

September 8, 1988

TO: Name, Title
Department/Division

FROM: Joyce Benders
Title

RE: Pilot Questionnaire, Faculty Development Needs Assessment

Thank you for agreeing to assist me by spending some time evaluating the draft of a questionnaire for a proposed study of faculty development at (the college under study). I am interested in your perspective both as a (position of recipient) and as one who works in the (name of division).

As we discussed, this questionnaire is the basis of my research toward a Master of Education degree at the University of Alberta where I am currently enrolled. I am hopeful that the results of the research may be used to improve our faculty development program.

I would appreciate any feedback you can provide regarding either format or content. An estimate of the time it would take a faculty member to complete the questionnaire would also be helpful.

I understand that this is a very busy time of the year for you; therefore, I am doubly grateful for your willingness to assist me. Could you return the questionnaire and your comments to the Faculty Development Office within the next week?

Thank you.

Appendix C1
Faculty Listing Request Memo to Outreach Managers

September 7, 1988

TO: Name, Title
Department/Division

FROM: Joyce Benders
Title

RE: Current (college) Faculty Members

I am attempting to compile an accurate and current listing of all faculty members (as defined by the Faculty Association contract with the Board of Governors). In other words, I require only the names of those instructors teaching credit courses.

I realize that this may be difficult because your faculty teach on contract ant that courses may be cancelled if student enrolment is not adequate in a given course. Therefore, I understand that your list may not be entirely accurate. Please list the names of the attached sheet and return both pages to my office.

I appreciate your efforts in providing me with this information. Thank you.

Appendix C2
Faculty Listing Request Memo to Department Chairs

September 7, 1988

TO: Name, Title
Department/Division

FROM: Joyce Benders
Title

RE: Current (college) Faculty Members

I am attempting to compile an accurate and current listing of all full-tim (probationary and continuing) and part-time (Term A, B, and C) faculty members.

Please list your faculty below. Please include yourself, your teaching assistant, and any faculty presently on leave (paid or unpaid, maternity, or disability).

Thank you for your help.

FULL-TIME FACULTY
(including leaves)

PART-TIME FACULTY
(Term A, B, and C)

Appendix D
Request Letter (Sent with questionnaire)

October 31, 1988

Name
Department/Division

Dear Name:

RE: FACULTY DEVELOPMENT NEEDS ASSESSMENT QUESTIONNAIRE

Attached is a questionnaire being used to gather information regarding perceived needs of (college) faculty members for faculty development. The results of the study will be used in writing a Masters' thesis in Adult and Higher Education at the University of Alberta, and it may contribute to future faculty development planning at (college).

The responses will be analyzed and reported only in terms of group statistics so that your anonymity and the confidentiality of your responses will be protected. (Name) in the Faculty Development Office will maintain the mailing list, record who has responded, and send presigned reminder notices as required, but she will not see your responses. Following the data collection, the coding for the mailing will be destroyed. I will receive the questionnaires but will not have access to the mailing list and will be unaware of your identity.

I am inviting you to complete the questionnaire and return it in a sealed envelope to the Faculty Development Office via intercampus mail by Monday, November 7, 1988. You will need between 30 minutes and one hour to answer the questions.

Your time and cooperation in assisting me are greatly appreciated. If you have any questions regarding this study, please call me at (phone number). When the study is completed, a copy will be made available in the college LRC.

Yours truly,

Joyce Benders
Title

Appendix E
Followup Request Letter

November 8, 1988

Dear Colleague:

On October 31, a Faculty Development Needs Assessment Questionnaire was distributed to all full-time faculty members and a stratified sample of term faculty. In the accompanying letter, you were asked to return the completed questionnaire to the Faculty Development Office by Monday, November 7.

Apparently, some faculty members did not receive the questionnaire promptly and this reduced the already short time given to complete and return it. Could you please take some time to fill it in and return it by the end of next week, Friday, November 18, 1988.

Your opinions and ideas are important and valuable. Please don't miss your opportunity to have an impact on faculty development at (college).

The responses I have received have been extremely interesting. If you have already returned the questionnaire, thank you for your input. If not, I would appreciate receiving your responses soon.

Yours truly,

Joyce Benders
Position

Appendix F
Final Request Letter

December 2, 1988

Dear Colleague:

Early in November, you received a Faculty Development Needs Assessment Questionnaire. For the (name of division), (number) of the questionnaires were sent to faculty members. Only (number) responses have been returned so far. It will be difficult to justify my conclusions and recommendations from the information received unless the percentage of returns increases.

It has come to my attention that there has been concern expressed by some faculty members that correct procedures for the implementation of this project were not followed. Please see the attached memo from (president of the college) indicating both his and the Executive Officers' Committee's support. Also attached is a memo from (name) of the Research, Development, and Evaluation Department indicating his support, involvement, and belief in the value of this project.

Please take some time to fill in the questionnaire. If you have misplaced your copy, you may obtain another by calling (name) in the Faculty Development Office at 441-4872.

I will greatly appreciate receiving your response before you leave on your Christmas break.

Thank you.

Joyce Benders
Position

September 29, 1988

TO: Joyce Benders, Coordinator Faculty Development

FROM: President

SUBJECT: Needs Assessment Study on Faculty Development

This is to advise you that the Executive Officers' Committee has discussed your proposal for a survey of College faculty regarding their perceptions of needs in various areas of faculty development, and has given its approval for the study to be conducted at Grant MacEwan. I am sure that the results of your study will be of considerable interest and value to the College.

Best wishes on your research.

President

Memorandum

October 3, 1988

To: Joyce Benders, Coordinator, Faculty Development

From: Asst. V. P. , Academic

Re: Faculty Development Needs Assessment Questionnaire

I have carefully reviewed your questionnaire and find it most suitable for the purpose. While it is long, I appreciate the need for this and trust that you will receive a favorable response.

I want to note that I strongly support this research as I think it will generate much exceedingly useful information for planning and developing faculty development activities and programs in the years ahead. I look forward to receiving summary information from your survey and would note that, preparatory to that end, if the Research and Development staff can be of help, please feel free to call upon us. I think it is appropriate for R & D staff to be involved since I think the information your study will generate will be useful to the college as a whole.

Best wishes for success in your study.